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**ABSTRACT**

This study presents the third of four reports of the 1970-71 National Assessment of Literature. The educational attainments of nine-year-olds, thirteen-year-olds, seventeen-year-olds, and adults (ages 26-35) were surveyed according to their ability to recognize literary works and characters. Five types of exercises were used: (1) an illustration of a well-known nursery rhyme, story, or poem; (2) parodies of famous poems; (3) allusions to some literary work or character; (4) a disguised myth or story pattern; and (5) straightforward questions about specific works and characters. Sample responses to the exercises and detailed results are included. The authors state that the ultimate goal of this study was to discover whether people could use their knowledge of literature to confront new situations, either in literature or in life. The judgment about what the presence or lack of this literary knowledge means is left to the reader. (Statistical data, pages 125-98, removed because small type size prohibits reproducibility.) (DI)

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LITERATURE

REPORT 02-L-03

RECOGNIZING LITERARY WORKS AND CHARACTERS

1970-71 Assessment

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS  
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**NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS**

**A Project of the Education Commission of the States**

**REPORT 02-L-03**

**RECOGNIZING LITERARY WORKS AND CHARACTERS**

**Theme 3, Literature**

**April, 1973**

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## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

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## FOREWORD

Each year, beginning with its second assessment year, the National Assessment of Educational Progress publishes a General Information Yearbook which describes all major aspects of the Assessment's operation. The reader who desires more detailed information about how National Assessment defines its groups, prepares and scores its exercises, designs its sample and analyzes and reports its results, should consult the General Information Yearbook for Year 02, Reading and Literature (02-GIY).

Briefly, the National Assessment of Educational Progress is an information gathering project which surveys the educational attainments of 9-year-olds, 13-year-olds, 17-year-olds, and adults (ages 26-35) in ten subject areas: Art, Career and Occupational Development, Citizenship, Literature, Mathematics, Music, Reading, Science, Social Studies, and Writing. Two areas are assessed every year and all areas are periodically reassessed in order to measure educational progress. Each assessment is the product of several years' work by a great many educators, scholars and lay persons from all over the country. Initially, these people design objectives for each area, proposing specific goals which they feel Americans should be achieving in the course of their education. These goals are reviewed by more people and then passed along to developers of tests, whose task it is to create measurement tools appropriate to the objectives.

When the exercises prepared by the test developers have passed extensive reviews by specialists in the subject matter and in measurement, they are administered to probability samples of various populations. The people who comprise those samples are chosen in such a way that the results of their assessment can be generalized to an entire national population. That is, on the basis of the performance of about 2,500 9-year-olds on a given exercise, we can generalize about the probable performance of all 9-year-olds in the nation.

After assessment data has been collected and analyzed, National Assessment publishes reports such as this one to present the results as accurately as possible. So that there may be no misunderstanding of the results published in this volume, we urge the reader to consider the following discussions of the reporting format and the limitations of the data.



## How National Assessment Results Are Presented

Each theme provides several kinds of information about the results for each exercise.

First, there are national results for all foils or all scoring categories. Printed along with each exercise are the national percentages of people who selected each choice or were placed in each scoring category. These figures should add up to 100%, but sometimes they do not because they have been rounded off to the nearest tenth.

Then there are group results (graphic and tabular) for correct choices and appropriate scoring categories. National Assessment divides the national population into various groups or categories of people in order to provide data about certain types of schools and students. The variables are region of the country, sex, color, parental education, and size and type of community. Within each variable there are at least two groups. Each of the variables and groups is fully defined in the General Information Yearbook, but the following explanations may serve the reader's purposes:

Region. The country has been divided into four regions--Southeast, West, Central, and Northeast--in order to present results for various regions relative to the national results.

Sex. For every exercise we present the results obtained by males and by females.

Color. Currently, we present results for Blacks and Whites.

Parental Education. The four parental education categories are defined by the highest level of education attained by either of a person's parents. The no-high-school category is comprised of all people who indicated that neither parent went to high school. The some-high-school category consists of all those who indicated that the parent with the most education attended high school but did not graduate. In the graduated-from-high-school category are all those who indicated that at least one parent graduated from high school, and in the post-high-school group are all who indicated that at least one parent received some post high school education. (This may mean college, but it also includes adult education courses of any kind, vocational training, etc.)

Size and Type of Community (STOC). The categories or groups within this variable are defined by the size of a person's community and an occupational profile of the area his school serves. Again, the reader should consult the General Information Yearbook for precise definitions of these groups.

1. **Extreme Inner City.** People in this category attend schools in cities with populations greater than 150,000; the schools serve areas in which a high proportion of the residents are on welfare or not regularly employed.
2. **Extreme Rural.** People in this category attend schools in a community having a population less than 3,500. Most residents in the area the school serves are farmers or farm workers.
3. **Extreme Affluent Suburb.** Individuals in this group attend schools within the city limits or residential area served by a city with a population greater than 150,000; the area served by the school consists primarily of professional or managerial personnel.
4. **Rest of Big City.** These are students attending schools in a big city (population greater than 200,000) who are not included in either the Extreme Inner City or Extreme Affluent Suburb groups.
5. **Medium Size City.** Individuals in this category attend schools in cities with populations between 25,000 and 200,000.
6. **Small City.** People in this group attend schools in a community of less than 25,000 inhabitants.
7. **Suburban Fringe.** People in this group attend schools in the metropolitan area served by a city with more than 200,000 inhabitants; the school and the area it serves are outside of the city limits.

Size of Community Groups. The results for 9-, 13-, and 17-year-olds who are in school can be presented in terms of these STOC categories. However, we do not have the information necessary to present the results for adults and out-of-school 17-year-olds in the same way. Consequently, the following less specific breakdown of results appears for all 17-year-olds (in- and out-of-school) and young adults:

1. **Big City.** In this group are all adults and out-of-school 17-year-olds who live in cities with more than 200,000 inhabitants; also included are 17-year-olds who attend schools in the same sized cities.

2. Urban Fringe. This category consists of adults and out-of-school 17-year-olds who live in the metropolitan area served by a big city; but outside of the city limits. It also includes 17-year-olds attending school in such areas.
3. Medium Size City. This category is comprised of adults and out-of-school 17-year-olds who live in communities with populations between 25,000 and 200,000; it also includes 17-year-olds attending schools in such communities.
4. Small Places. Adults and 17-year-olds who live or attend school in communities with populations under 25,000 fall into this group.

#### Group Effects or Differences from the National Percentage

The graphs of group performance present, along with the percentage of success for each group, a percentage which indicates how that group's performance differs from the national performance. If the percentage is lower than the national percentage, the difference is expressed as a negative number; otherwise, it is a positive number. These "effects," or differences from the national percentage, always appear in the column at the left margin of every graph.

#### Significant Differences

The object of a national assessment is to determine what an entire population (all 9-year-olds, say, or all Blacks) have achieved. Since we cannot assess everyone, we have to draw samples of people and infer from their achievements what everyone would achieve. All of our results, then, are estimates; but we are confident that they accurately reflect performances of entire populations plus or minus some small error.

In our discussion of differences between group percentages and national percentage, we want to call attention to those effects which are almost certain to exist in the population and are not products of random sampling error. National Assessment computes these significant differences by using a measure of the variability in responses called a standard error. Since we want to be confident that a difference in percentages can be relied upon to appear in an entire population, we have adopted a statistical convention whereby, for each exercise, every group percentage which is more than 2 standard errors above or below the national percent will be viewed as a significant difference. Differences that large would occur only rarely by chance (i.e., less than 5% of the time) if no real difference existed; dif-

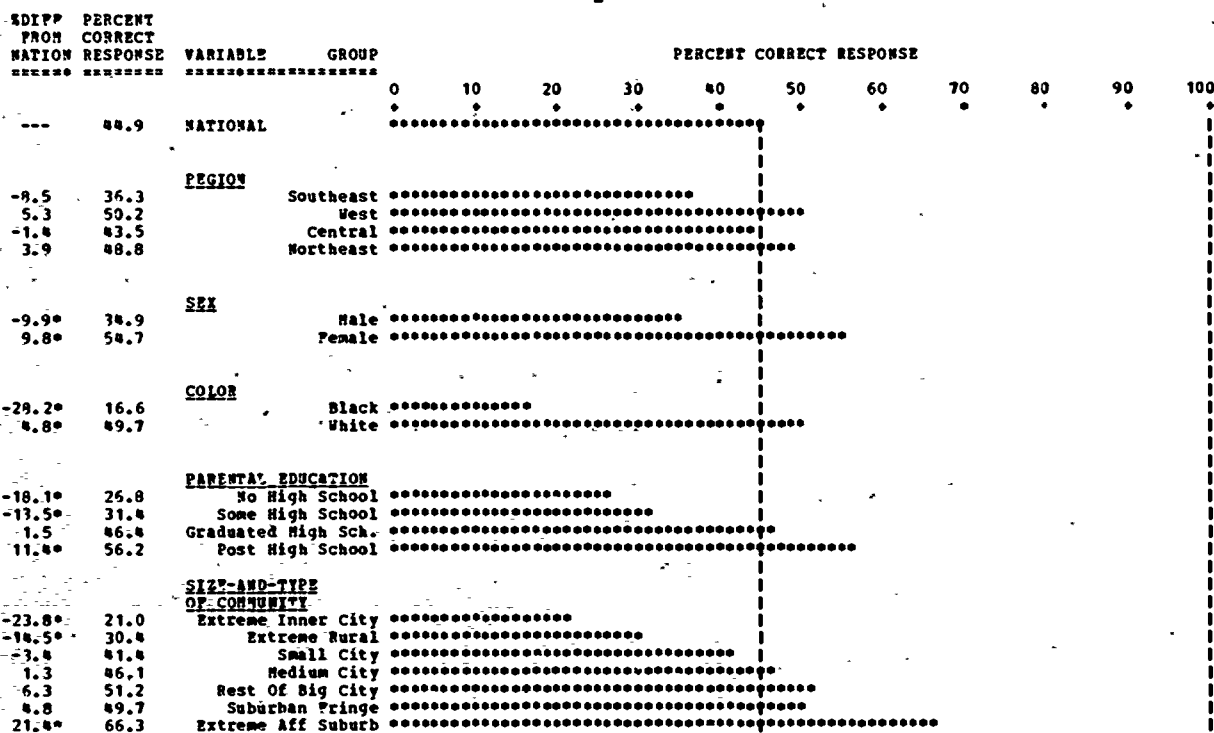
ferences of 2 standard errors or larger would probably indicate that the group and national percentages are really different. These significant differences are the starred figures in the column of differences on the left margin of each graph. They are usually the only effects discussed in the text and are referred to as "significant," "noteworthy," "notable," "reliable," and so on. Though the graphs represent many apparent differences from the national figure, we are not prepared to state that the unstarred results are anything other than random departures from the national figure; however, we are quite sure that the starred figures are not random departures.

Graph A shows what percentage of 9-year-olds selected the correct answer to an exercise both in the country as a whole and in various groups. The top line shows that the figures in the second column are percentages of success. About 52% of all the youngsters answered correctly; at the end of the line of stars which represents this figure there is a vertical dashed line running to the bottom of the graph. The displacement between the end of a starred line and the dashed line depicts the difference between a group result and the national figure. The precise numerical differences appear in the left-hand column of figures; ten of them are starred--i.e., significant--and these ten would be discussed in the ensuing text.

The results depicted by Graph A are representative of results found most often in this theme: that is, the starred lines usually get longer as one looks from the top of a set of variables to the bottom. Put another way, the Southeast line is usually shorter than the Central or Northeast line, the male line shorter than the female, the Black shorter than the White, the no high school shorter than the post high school, and the inner city line is shorter than the affluent suburb line.

The text for each exercise serves to highlight the notable features of the results. It is not in any way definitive. Rather, it is intended to present all pertinent data about the exercise and the information it yielded in order that each reader may judge for himself the usefulness of this material and its implications for the teaching of literature to different sorts of people.

Graph A



### Limitations of the Data

Within the limitations due to measurement<sup>1</sup> and sampling error,<sup>2</sup> the obtained data as presented in National Assessment reports accurately describe the educational achievements of certain groups as they actually exist in the real world.

<sup>1</sup>Measurement error stems from three sources: (1) the measuring instrument--in our case, the exercises--may have imperfections such as ambiguity or a built-in tipoff to the correct response; (2) the respondent's physical condition (permanent or temporary), emotional or attitudinal condition (again permanent or temporary), and motivation; and (3) the measurement situation--temperature, lighting, pleasantness of surroundings, noise level and the test administrator. The first two errors tend to be constant from group to group and do not affect comparisons.

<sup>2</sup>See Chapter 10 and Appendix C, General Information Yearbook (02-GIY) for a discussion of sampling error.

When the data show that a group has achieved either above or below the nation as a whole, one must exercise great caution in speculating about the causes of these obtained differences. Many factors may affect an individual's ability to give acceptable responses to exercises in the assessed subject areas. Consider, for example, a hypothetical group whose achievement is well above the national average. Most members of the group may attend schools which have excellent physical facilities and high quality faculties, belong to families which have attained a high socio-economic level, have well-educated parents, come from homes with many reading materials and so on. All these factors could contribute to the group's high level of achievement, while membership in the group itself may contribute very little or nothing.

The name of a group is merely a categorical label. When we look at the data for a given group, therefore, we cannot say that any difference in achievement between that group and the nation as a whole is attributable solely to membership in that group. In other words, a group must not be construed as necessarily being the cause or even being a cause for the comparatively high or low achievement of that group as compared to the nation as a whole. Often, a disproportionately large percentage of the members of a group of interest are also members of particular groups defined by other factors. All these factors may contribute to the group's high (or low) level of achievement.



## INTRODUCTION

This theme, the third in the Literature report, includes most of the exercises created to satisfy the first of the major Literature objectives: "Read literature of excellence." There are five types of exercises and they all assessed recognition of specific literary works and characters. The first presented respondents with a picture from a well-known nursery rhyme, story, or poem and asked what work the picture illustrated; the second consisted of parodies of famous poems ("The Village Blacksmith," "The Charge of the Light Brigade," and "Sea Fever," for instance) and instructions to identify the source of the parody; the third type of exercise presented the respondent with an allusion to some literary work or figure and asked for identification of the allusion; the fourth presented people with a disguised myth or story pattern and asked for identification of its source; and the fifth consisted of straightforward questions about specific works and figures.

Needless to say, there are so many important literary works and characters in Western literature alone that it would be impossible to assess recognition of many. Therefore, the exercises involve carefully selected names and works from folk literature, from Greek and Roman mythology, from the Bible and from standard literary works often found on curriculum lists. Hopefully, data based on these few items will give us some idea of the extent to which people are familiar with a much broader range of works and characters.

The people who created the Literature objectives were careful to note that mere recognition of literary works was not an important objective. The end of this first goal, "Read literature of excellence," was, they insisted, "the ability to use this knowledge when confronting a new situation, either in literature or in life."

Unfortunately, it is much more difficult to measure progress toward this goal than it is to measure knowledge of works and characters. Consequently, the results presented in this theme are only partially successful in providing information about the ultimate goal of this objective, i.e., ability to use literary knowledge in new situations. However, if we discover that certain age or variable groups are far less familiar than others with particular works and characters, then the question of ability to



use the knowledge becomes academic; these groups must first acquire the knowledge before they can apply it. . It is up to each reader of this report to decide what the lack of this knowledge means, whether it is worth acquiring in the first place, and how it can best be conveyed to those who lack it.

## CHAPTER 1

### ABSTRACT OF RESULTS

Following is a discussion of the overall theme results for each age group. The median percentages used in this overview enable us to compare the performances of various groups to the national performance over a number of exercises.<sup>1</sup>

In Exhibits A-D, each box represents the difference in performance between a group and the nation as a whole on a particular exercise. For example, in Exhibit A, the bottom box in the SE column shows that the Southeast was 23% below the national percentage on that exercise. The arrows depict the median of the differences for a group, enabling the reader to see how far above or below the national level each group's median difference lies. For example, the median difference for the Southeast in the same exhibit is -7%. Empty boxes correspond to exercise differences which were considered atypically above or below the group median difference. These exercises are referred to in the discussion as unusually high or low results.

#### Overall Group Results for 9-Year-Olds

Nine-year-olds answered 29 exercises. Their percentages of success ranged from less than 1% to 85.5% and their median national percentage of success was 44.4%--in other words, half their percentages were above 44.4%, half were below.

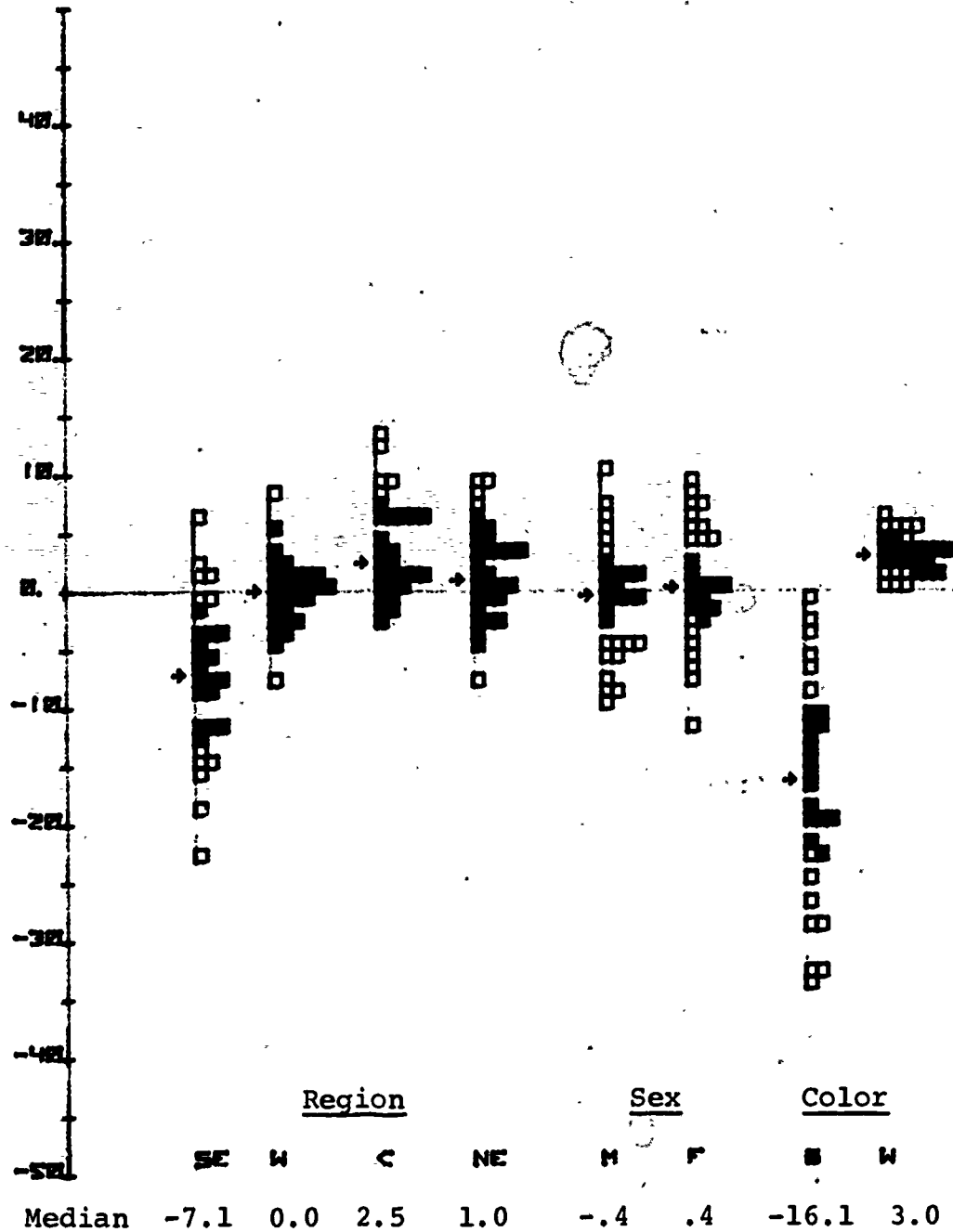
The Southeast group's median difference was -7.1%. Relative to its median difference, this group did well on exercises requiring identification of Biblical figures and Daniel Boone. However, Southeast results were relatively low for such characters as Rumpelstiltskin or Winnie the Pooh.

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<sup>1</sup>Median percentages and median differences were based upon the "acceptable response" results for most exercises. For Exercises U331A-R333I medians were based on result 2, percentages of "adequate descriptions." In no case were the summary results for multipart exercises (e.g., M328Z) used to compute medians.

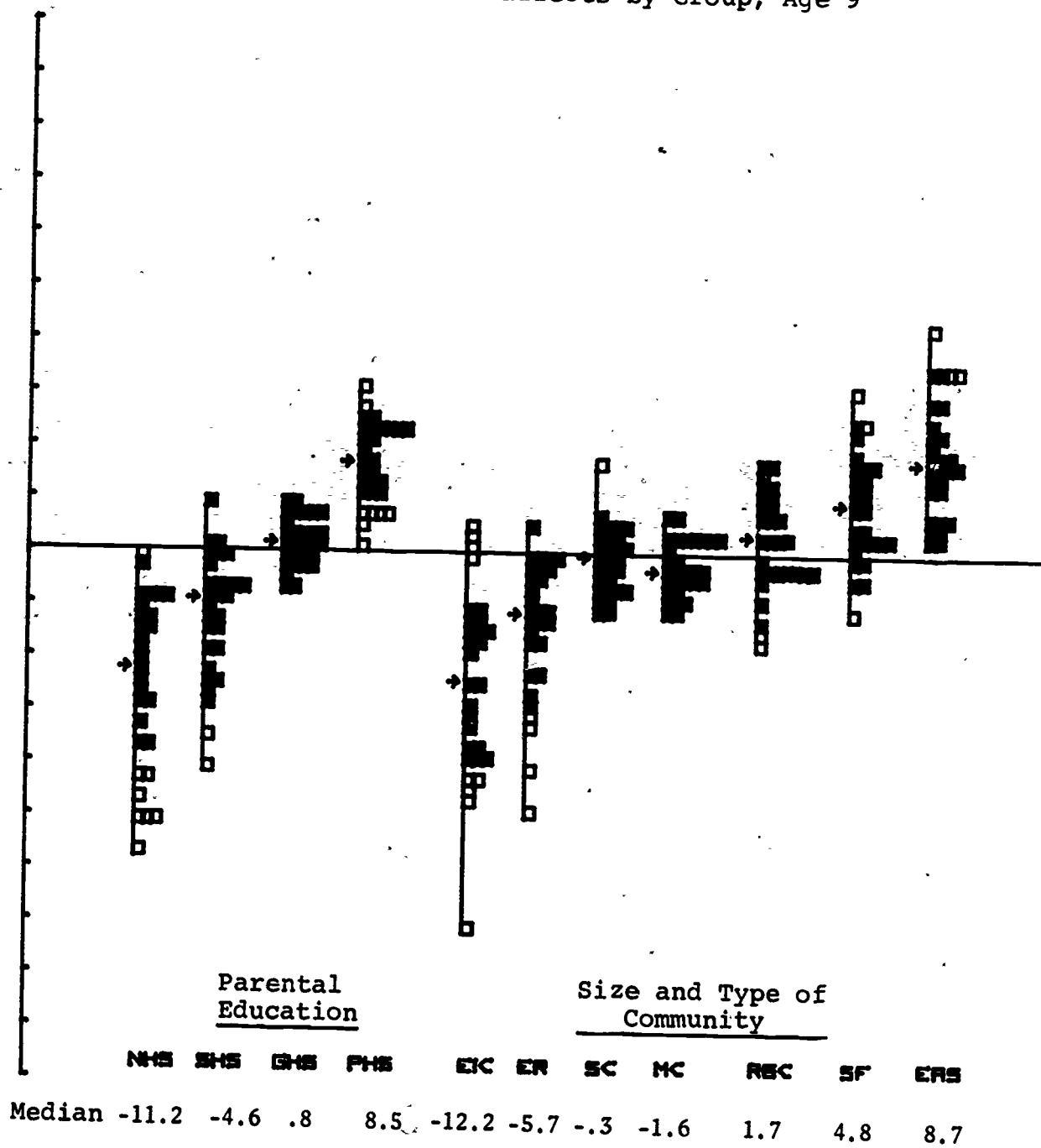
# Exhibit A

## Distribution of Effects by Group, Age 9



# Exhibit A

## Distribution of Effects by Group, Age 9



The Western regional group's median difference was almost zero. However, on Exercise R306, requiring identification of an illustration from Charlotte's Web, the group's percentage was 8 points over the national figure.

The Central region's median difference was 2.5%. More children in this regional group were familiar with Paul Bunyan (Exercise R332G) than were in any other region.

The median difference was 1% for the Northeast group. This group displayed its greatest positive differences from national performance in identifying Pinocchio (U313), Rumpelstiltskin (R332I), Thumbelina (U333G) and the Wizard of Oz (U314). It did least well on exercises requiring familiarity with the Old Testament Joseph and with Paul Bunyan.

Nine-year-old girls performed slightly better than the nation, boys slightly worse; but as Graph A indicates, their median differences were not very great. Nevertheless, the sexes excelled in different sorts of exercises. Relative to their usual performance, males did unusually well on exercises requiring identification of Robin Hood (U331G), Daniel Boone (R331I), the Trojan Horse (U333C), Paul Bunyan (R332G) and Thor (R332C). Girls did poorly on these same exercises but excelled on exercises requiring knowledge of Alice in Wonderland (R305), Winnie the Pooh (R303), Charlotte's Web (R306), nursery rhymes and fairy tales.

The median difference for Blacks was -16%. They were best at recognizing Achilles, Tom Sawyer, Thor and the Trojan Horse. The White median difference was 3%. This group did particularly well on exercises dealing with Pinocchio, fairy tales and longer works like Alice in Wonderland.

The no-high-school group's median difference was -11.2%, the some-high-school group's difference was -4.6%, and the graduated-from-high-school group's was .8%. Students with at least one parent who went beyond high school had a group median difference of 8.5% and did especially well on Exercise R303, an illustration from Winnie the Pooh.

The median difference for the extreme-inner-city group was -12.2%. The extreme-rural group's median difference was -5.7%. As Exhibit A illustrates, the small-city, medium-city, and rest-of-big-city STOC groups performed about as the nation did. The suburban-fringe group's median difference, however, was almost 5%, and median difference for the extreme-affluent-suburb group was 8.7%.

### Overall Group Results for 13-Year-Olds

This age group answered 33 exercises. Percentages of success ranged from 7.7% to 94.2%, and the national median was 66.5%.

The median difference for the Southeastern regional group was -4.6%. The group did particularly well on Exercise R334, a question about Job.

The median difference for the West was 1.2%. As at age 9, this group was outstanding when asked to identify an illustration from Charlotte's Web.

The median difference for the Central region was 2.1%; for the Northeast it was 1.3%. This last group did unusually well on exercises dealing with Gulliver's Travels, Treasure Island and Sherlock Holmes.

The median difference for males was 1 percentage point below the median difference for girls. As at age 9, the males did best on exercises requiring familiarity with masculine figures like John Henry (U329D), Samson (R328A), Galahad (R329C), Don Quixote (R307), and adventure stories like Treasure Island (U316). Females did relatively poorly on those exercises but excelled the males in exercises dealing with Charlotte's Web, Alice in Wonderland, Winnie the Pooh and Hansel & Gretel (U312).

The median difference for Blacks was -17.4%. However, on some particular exercises (allusions to John Henry or Job, for instance, or Exercises R329C, R320 and half a dozen more) their differences from the national percentage were not particularly great.

The median difference for Whites was about 3%.

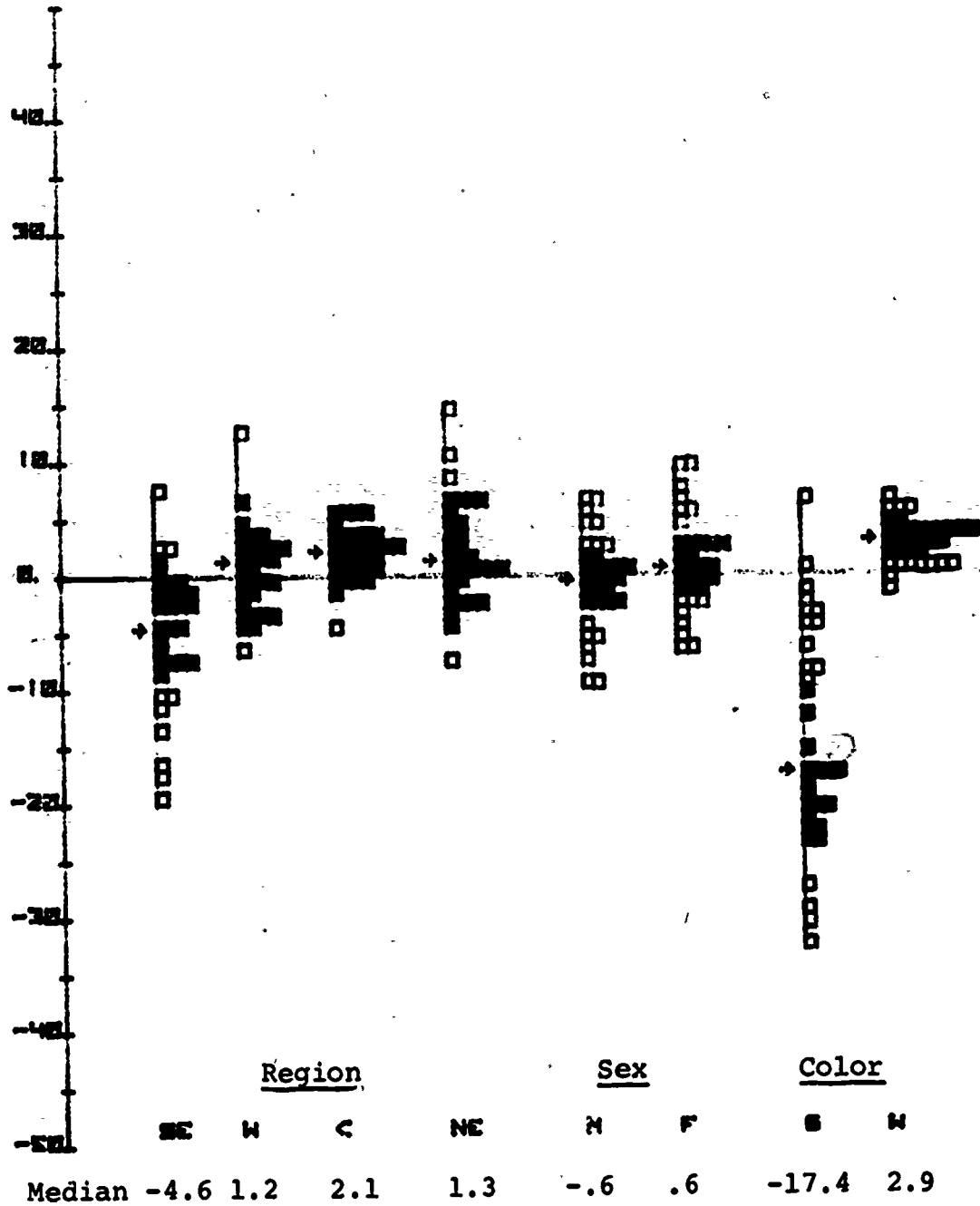
Once again, as Exhibit B reveals, there was a steady rise in median differences within the parental education groups. The figure for the no-high-school group was -11.9%, with particularly high percentages on the Galahad and Job items (R329C and R334). For the some-high-school group, the median difference was -5.9% and for the graduated-from-high-school group it was .3%. The post-high-school median difference was 6 percentage points.

The extreme-inner-city group's median difference was -5.6%. The rural group's difference was -4.7%. Its most distinctive performance was on Exercise R334, requiring recognition of the story of Job.

Four of the remaining STOC groups display median differences close to zero. However, the extreme-affluent-suburb group's median difference was 6.6%.

# Exhibit B

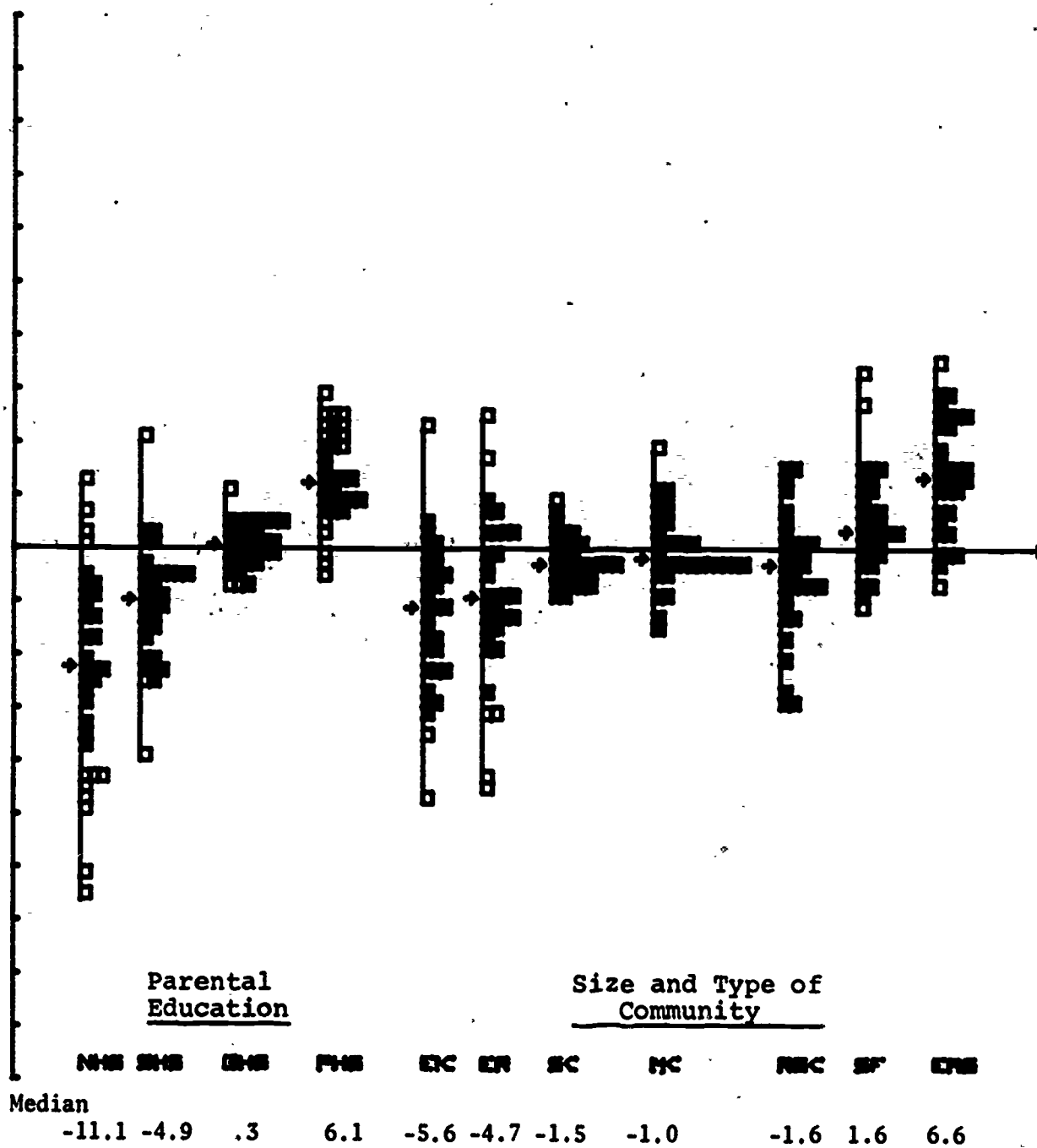
## Distribution of Effects by Group, Age 13





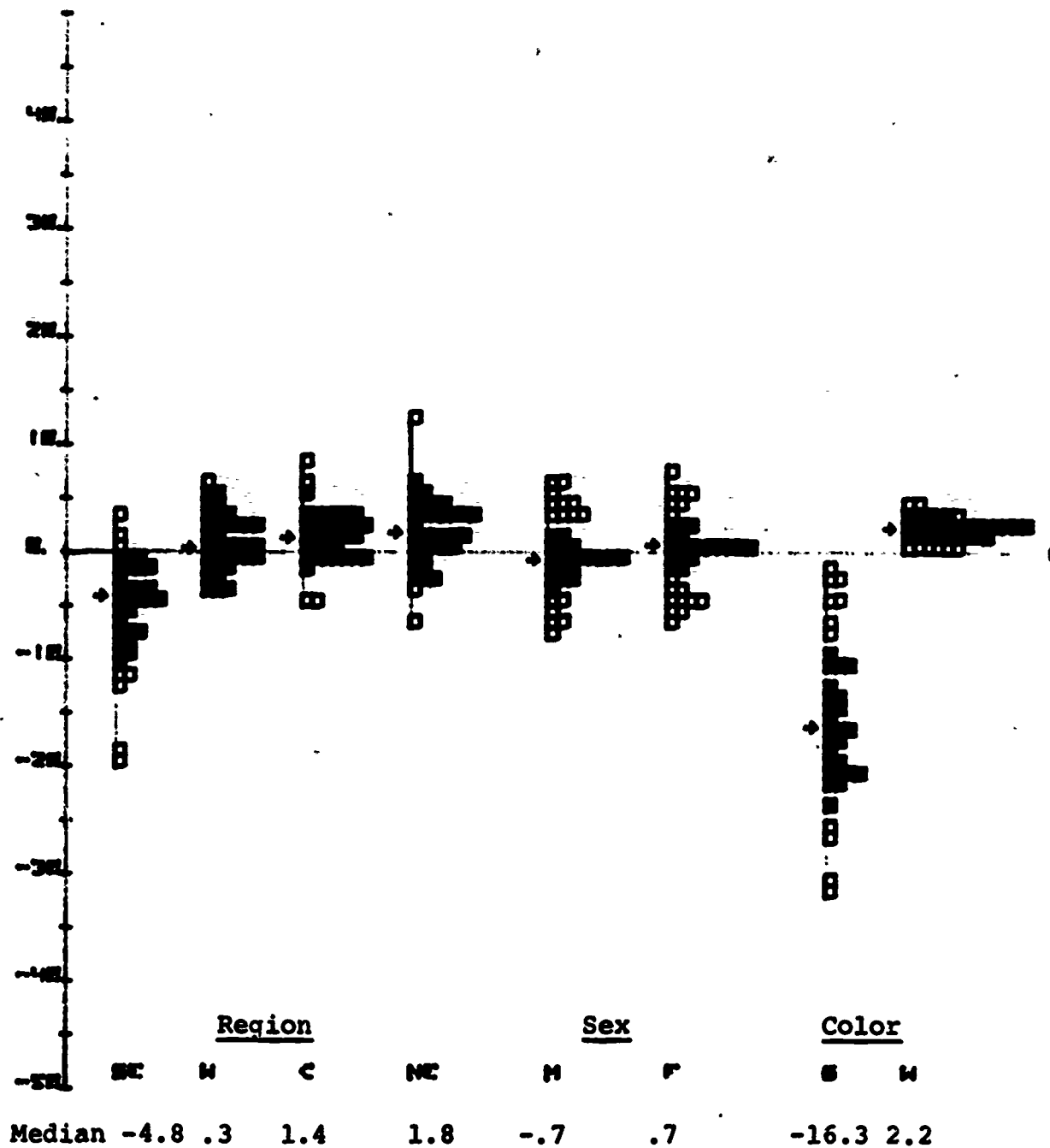
# Exhibit B

## Distribution of Effects by Group, Age 13



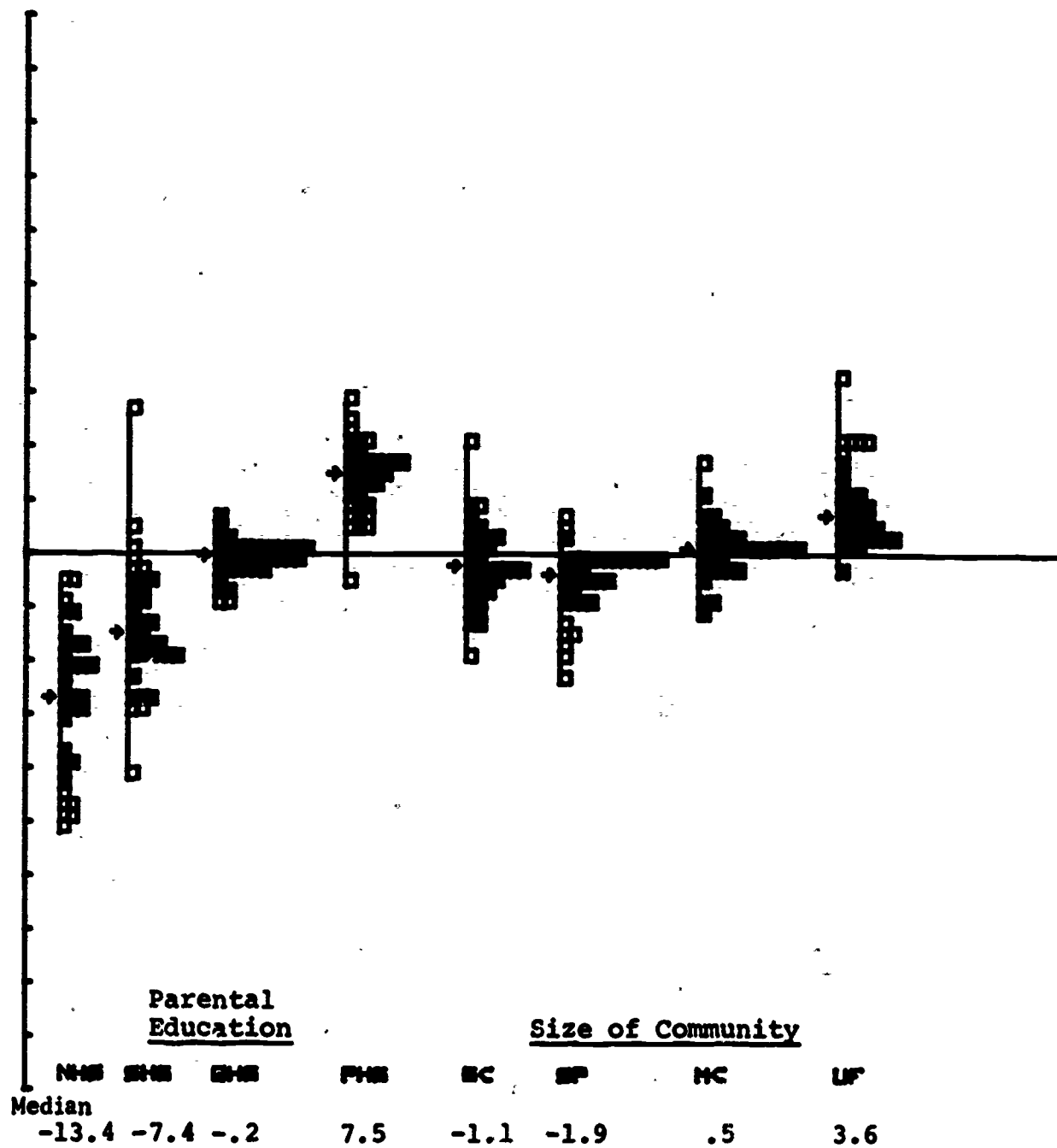
# Exhibit C

## Distribution of Effects by Group, Age 17



# Exhibit C

## Distribution of Effects by Group, Age 17



### Overall Group Results for 17-Year-Olds

Seventeen-year-olds were presented with 36 exercises. Their percentages of success ranged from 12.3 to 96, and their median percentage was 63.2.

The Southeast's median difference was -4.8%. This group performed particularly well on exercises requiring identification of Sir Galahad, Job and the poem "Sea Fever." The Western median was only .3%, but the Central region's was 1.4%. Central teenagers did especially well on the Winnie the Pooh illustration (R303). The greatest positive median difference appeared for the Northeast (1.8%). This group's difference from a national percentage was particularly great on Exercise U318, an illustration from Gulliver's Travels.

As at the other ages, the male median difference was negative (-.7%). But again males performed best on exercises dealing with masculine figures like John Henry (U329D), Mercury (U330D), Sherlock Holmes (R308), Samson (R328A), Don Quixote (R307) and Gulliver (U318). Females, while performing relatively poorly on such exercises, did exceptionally well identifying illustrations from Alice in Wonderland (R305) and Winnie the Pooh (R303), and Biblical figures like David (R330C), Job (R334) and Cain and Abel (U339).

The median difference for Blacks was -16.3%. They did relatively well on questions about Samson, "Jahberwocky" (U322), Solomon (U330E), John Henry (U329D), Galahad (R329C) and Robin Hood (U329E).

The median of the differences from national percentages for the White group was 2.2%.

As Exhibit C reveals, the median differences for the parental education groups differed considerably. The no-high-school group's median difference was -14%, the some-high-school group's was -7.4%, the graduated-from-high-school group's was .2% and the post-high-school group's was 7.5%. This last group did unusually well on four of the illustrations: U318 (Gulliver), R308 (Sherlock Holmes), R303 (Winnie the Pooh), U315 (Rip Van Winkle).

Median differences for the type of community groups were undramatic. The big-city group's figure was -1.1, the small-place group's was -1.9, the medium-city group's was .5 and the urban-fringe group's was 3.6.

### Overall Results for Young Adults

Results for the 24 exercises answered by adults ranged from 14.6% to 95.1%. The median national percentage at this age level was 73%.

The median of the differences from national percentages was -8.8% for the Southeast and 2.6% for the West. The Central region's median difference was .5% and the Northeast's was 3.6%. This last region did unusually well identifying an illustration from Rip Van Winkle.

The median difference for male adults was .6%, as Exhibit D reveals. Relative to their usual performance, males excelled on exercises dealing with John Henry (U329D), Troy (R336), Moby Dick (R309), and Sherlock Holmes (R308).

Females did poorly on these exercises but did exceptionally well on questions about Alice in Wonderland (R305), Chicken Little (U328C), Adam (R328E) and Paul Revere (U319B).

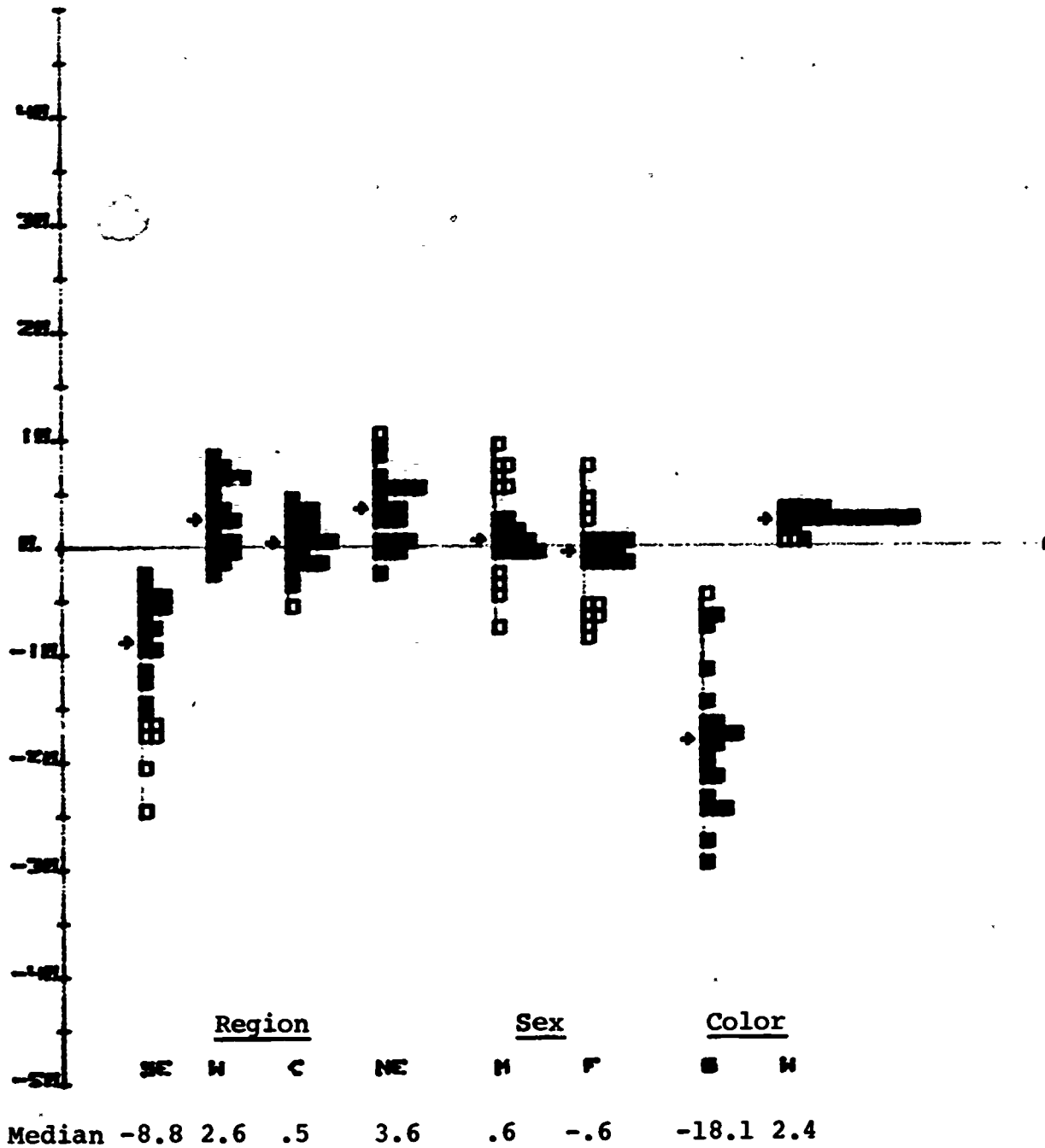
The median difference for Blacks was -18.1%. Their results were atypically high for an exercise about Faust (U340). The median difference for Whites was 2.4%.

As at the other ages, the median differences for the parental education groups followed a definite pattern. The no-high-school figure was -7.9%, the some-high-school median difference was -1.4%, the graduated-from-high-school was 2.8%, and the post-high-school's was 9.7%. This last group had a percentage of success 19 points higher than the nation's on the Don Quixote illustration (R307), 17% higher on a parody of "Casey at the Bat" (R321) and 16 points higher on a parody of "The Village Blacksmith" (R320).

The median difference for the big-city group was -4.8%; for the small-place and medium-city groups it was close to zero; and for the urban-fringe group it was 2.2%.

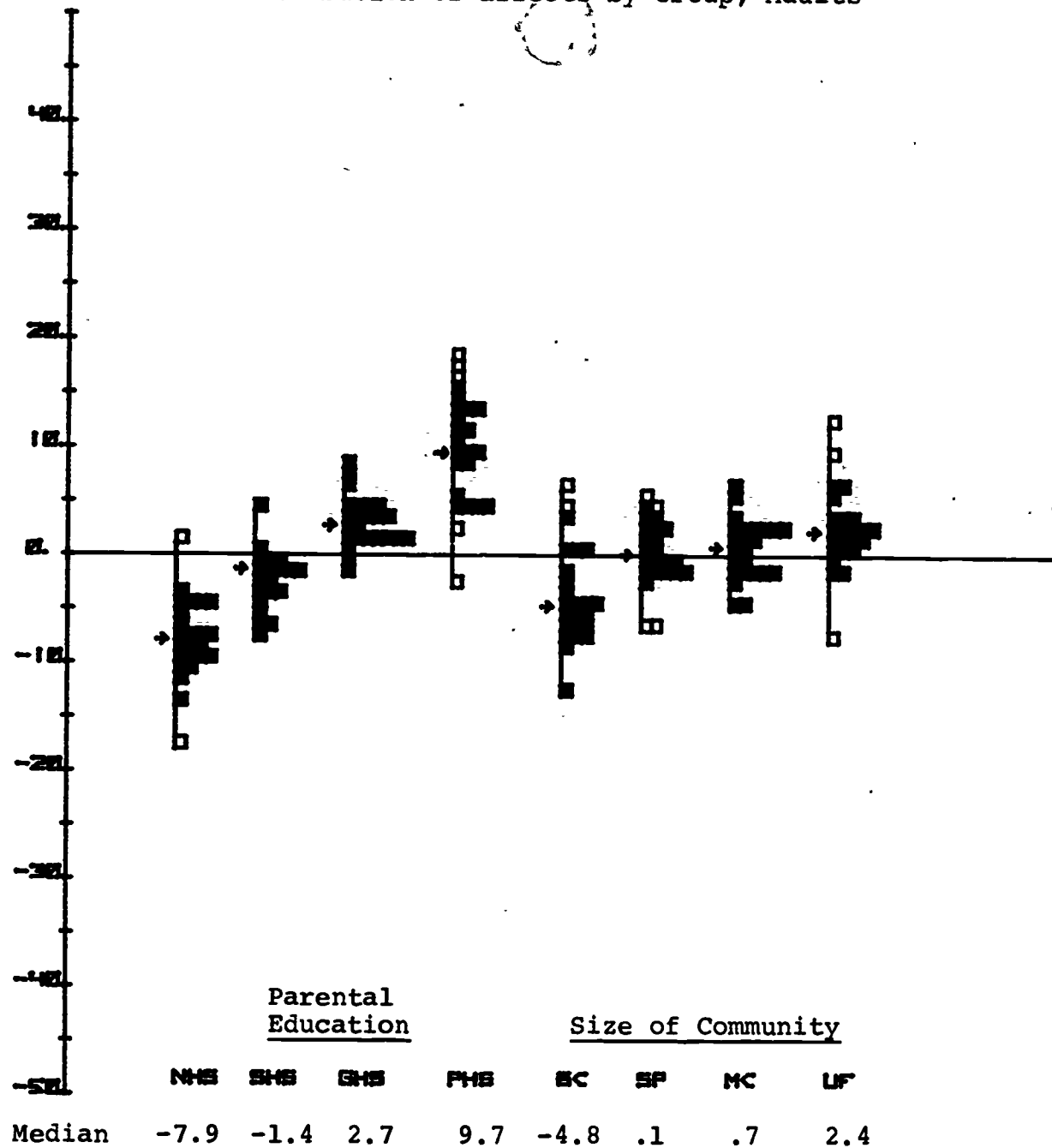
# Exhibit D

## Distribution of Effects by Group, Adults



# Exhibit D

## Distribution of Effects by Group, Adults





## CHAPTER 2

### ILLUSTRATIONS

The exercises in this chapter attempt to assess familiarity with works and characters in Western literature by presenting people with illustrations and asking them to identify the work or the character being illustrated. The exercises are not supposed to determine whether people have read specific works, only if they have somehow become acquainted with them in the course of their education both in and out of school.

There were several kinds of correct and incorrect responses to these exercises. Correct answers, for instance, included: (1) adequate descriptions of the story being illustrated, (2) specific correct answers to the question, and (3) partially correct answers, i.e., those in which students provide both the correct and an incorrect answer. Incorrect responses included the author's name (it was never asked for), the name of another work by the author, the name of another character in the work, and wrong answers. In the discussion which follows, the various kinds of correct answers are lumped together unless there are compelling reasons and high enough percentages to discuss certain types of correct and incorrect responses.

Exercise R301

Age 9  
Objective IA

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copyright restrictions*

Many people or animals that we read about in books become so well-known that we can name the story just from a picture of them. Above is a picture of a person and an animal who appear in a nursery rhyme.

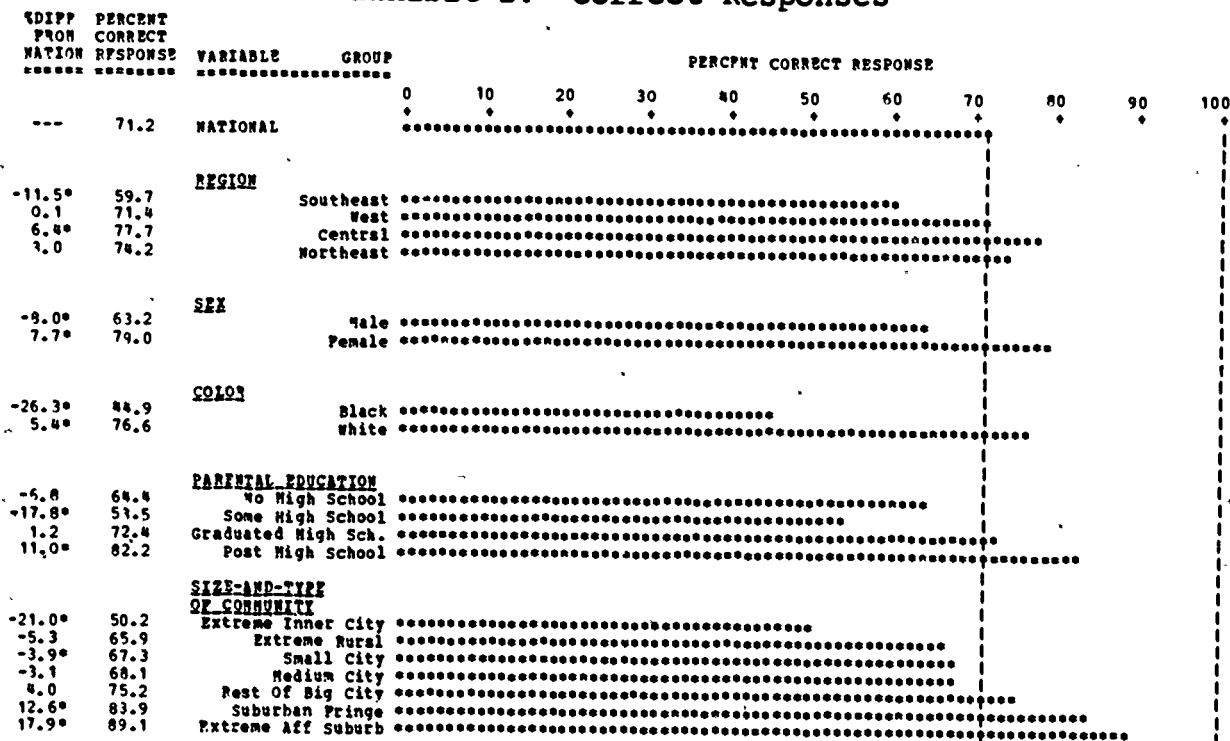
This is a picture for what nursery rhyme?

Write your answer on the line provided.

Mary Had a Little Lamb, Little Bo Peep

Acceptable responses	71.2%
Unacceptable responses	5.3
I don't know.	21.0
No response	2.5

# Exhibit 1. Correct Responses



Seven out of 10 9-year-olds correctly identified the nursery rhyme. Most of them answered "Mary Had a Little Lamb," but 14% also correctly answered "Little Bo Peep."

Exhibit 1 reveals that several groups--the Central region, females, and Whites--had percentages 5 to 8% higher than the national figure of 71.2%. However, the post-high-school and suburban-fringe groups' results were over 80% and the affluent-suburb STOC group's proportion of successful responses was almost 9 out of 10 (89.1%).

In several variable groups, smaller proportions of children identified the illustration than did so nationally. About two males in three were successful, for instance, and three southerners in five. However, only about half the 9-year-olds in the Black, inner-city, and some-high-school groups correctly identified the nursery rhyme illustration.

Exercise R302

Ages 9, 13  
Objective IA

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copyright  
restrictions*

Many people or animals that we read about in books become so well-known that we can name them just from a picture. Above is a picture of a person and an animal who appear in a story.

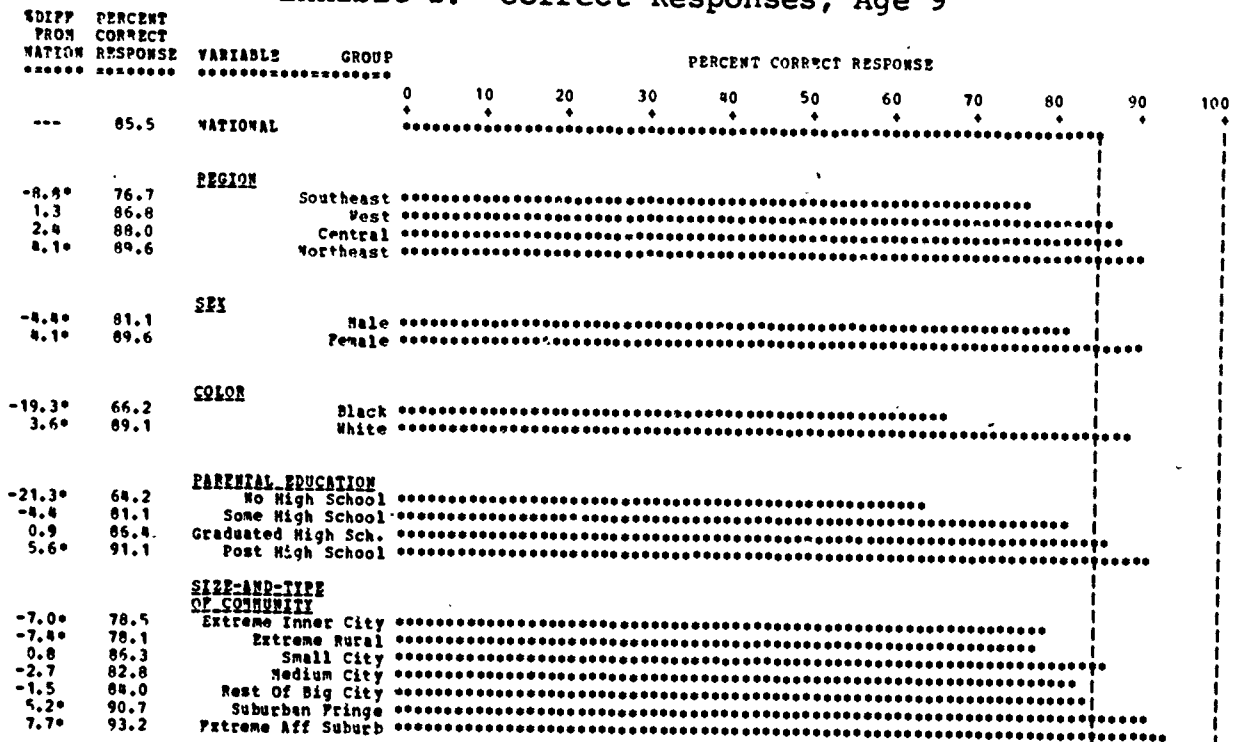
What is the name of the girl in the picture?

Write your answer on the line provided.

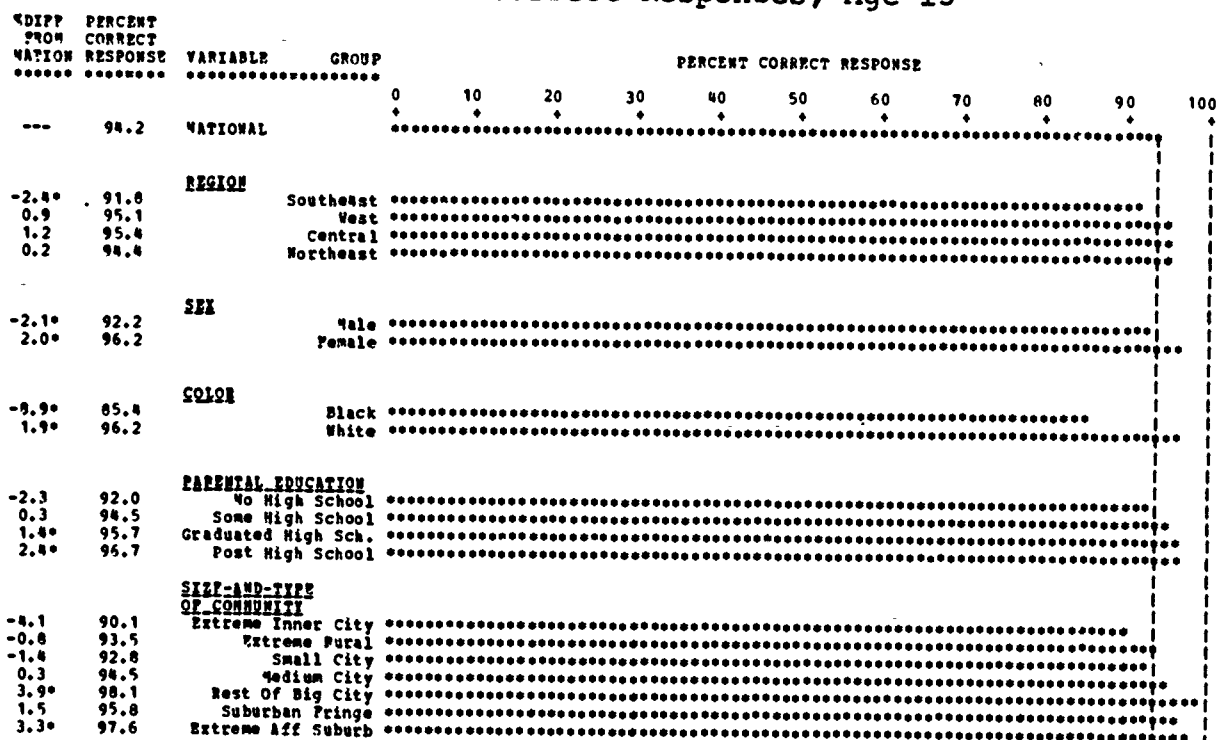
(Little) Red Riding Hood

	<u>Age 9</u>	<u>Age 13</u>
Acceptable responses	85.5%	94.2%
Unacceptable responses	5.9	3.4
I don't know.	7.1	2.1
No response	1.6	+

### Exhibit 2. Correct Responses, Age 9



### Exhibit 3. Correct Responses, Age 13



### Results for 9-Year-Olds

Eighty-five percent of the 9-year-olds correctly identified "Little Red Riding Hood" and 12 groups showed significant differences (Exhibit 2). Significantly above the national figure were the Northeast (90%), female (90%), White (89%), post-high-school (91%), suburban-fringe (91%), and extreme-affluent-suburb (93%) groups.

Six groups were significantly below the nation as a whole--the Southeast (77%), males (81%), Blacks (66%), the no-high-school parental education group (64%), the extreme-inner-city STOC group (79%), and the extreme-rural group (78%).

### Results for 13-Year-Olds

Only 6% of the 13-year-olds were unable to supply the correct name (Exhibit 3). Nearly one-half of the unacceptable answers were of the no response or "I don't know" variety.

Included in the groups significantly above the national percentage of success were the female (96%), White (96%), graduated-from-high-school (96%), and post-high-school (97%) parental education groups. Highest results appeared in the rest-of-big-city (98%), and extreme-affluent-suburb (98%) variable groups. The Southeast (92%), males (92%), and Blacks (85%) attained results significantly below the nation as a whole. Nevertheless, all groups achieved a high degree of success on the exercise.

### Age Comparisons

Both age levels had high percentages of success for the exercise. Of some note, however, was the fact that the younger age group was twice as likely to say "I don't know" or give no response as it was to list an incorrect name. Nine-year-old Blacks and students whose parents had had no high school gave no response or said "I don't know" more than twice as often as the nation as a whole.

At both ages, the female, White, post-high-school and extreme-affluent-suburb groups posted significantly higher than national percentages of success. On the other hand, males, Blacks, and the Southeast region came up with results significantly lower than the national figure at each age.

Exercise R303

Ages 9, 13, 17  
Objective IIA

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copyright  
restrictions*

Many people or animals that we read about in books become so well-known that we can name the story just from a picture of them. Above is a picture of some animals who appear in a story.

This is a picture for what story?

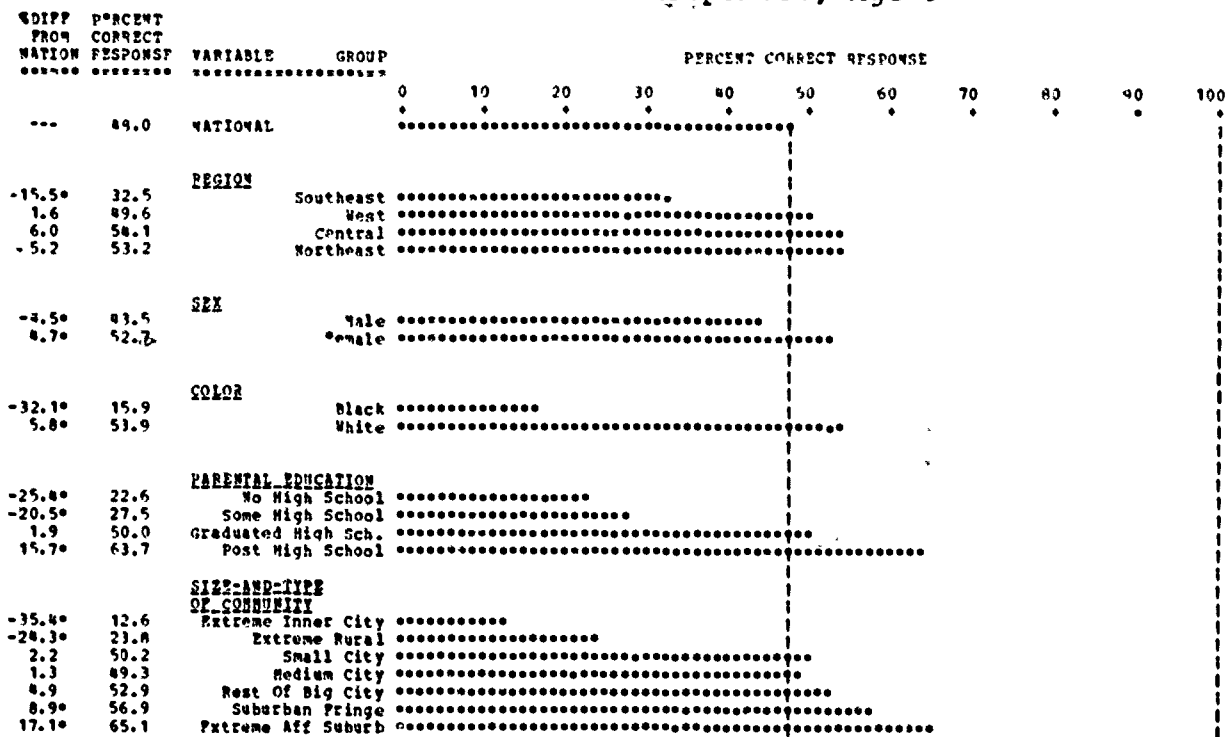
Write your answer on the line provided.

Winnie the Pooh

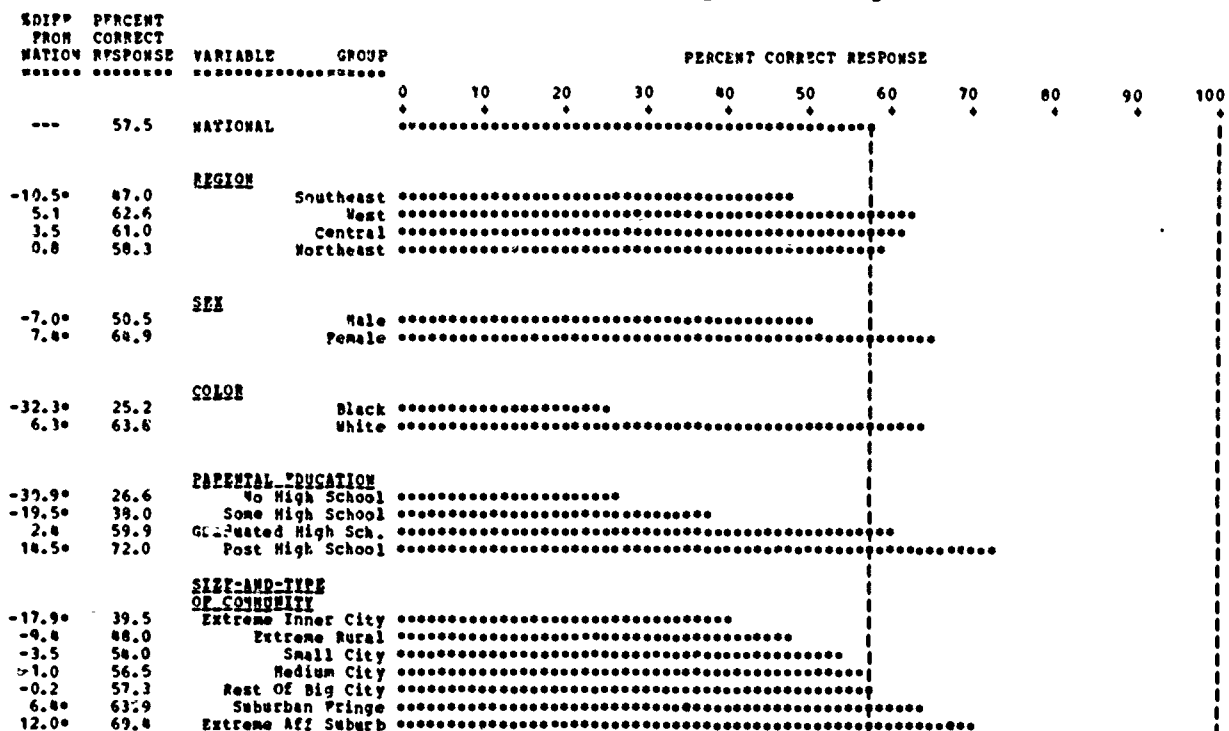
	<u>Age 9</u>	<u>Age 13</u>	<u>Age 17</u>
Acceptable responses	48.0%	57.5%	54.4%
Unacceptable responses	17.9	16.8	14.7
I don't know.	32.7	24.4	30.0
No response	1.4	1.4	1.0



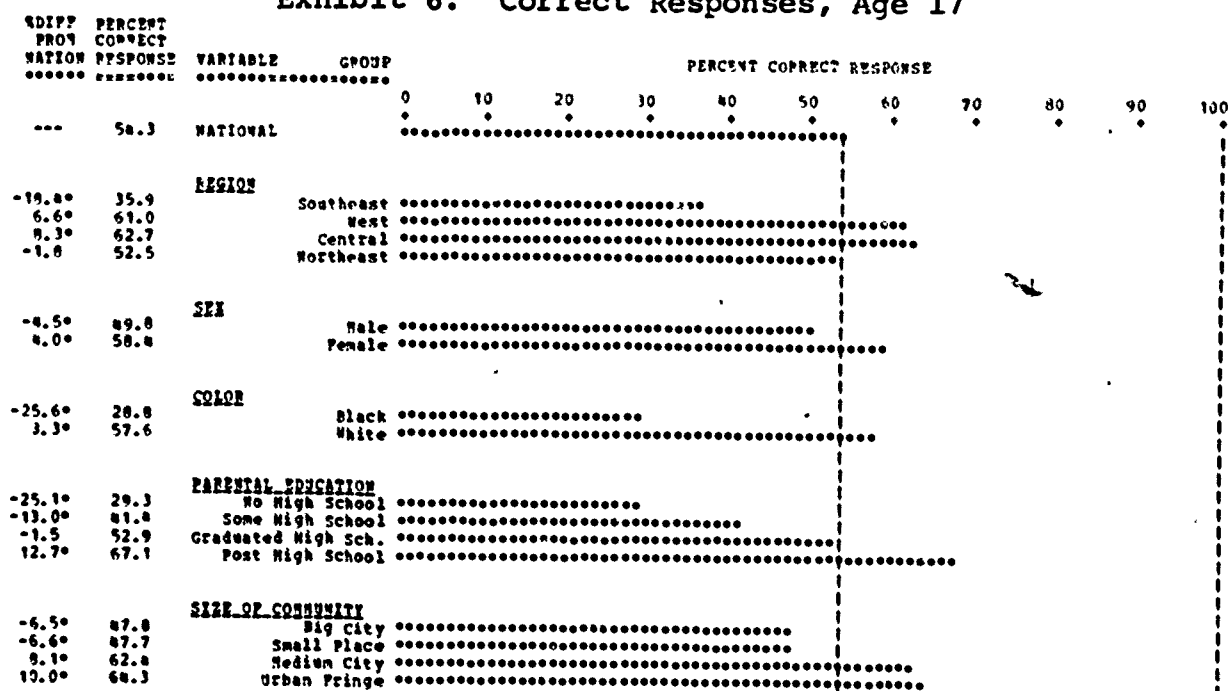
### Exhibit 4. Correct Responses, Age 9



### Exhibit 5. Correct Responses, Age 13



### Exhibit 6. Correct Responses, Age 17



This exercise concerned correct identification of the story illustrated by a picture of some animals in a forest. Acceptable answers included the full name Winnie the Pooh, variations of the title or name (e.g., Winnie, Pooh, and Pooh Bear), and an adequate description but no name.

#### Results for 9-Year-Olds

Nearly half of the students were able to identify the story. As Exhibit 4 reveals, five groups--females (53%), Whites (54%), the post-high-school parental education group (64%), suburban fringe (57%), and extreme affluent suburb (65%)--had significantly higher percentages than the national figure of 48%. Significantly lower results appeared for the Southeast (33%), males (44%), Blacks (16%), the no-high-school (23%) and some-high-school (28%) parental education groups, and the extreme-rural (24%) and extreme-inner-city (13%) STOC groups.

#### Results for 13-Year-Olds

Fifty-eight percent of the 13-year-olds correctly identified the story (Exhibit 5). Percentages for females, Whites, and the suburban-fringe group were near 65%, while those for the post-high-school and affluent-suburb groups were 69 and 72%. Significantly lower percentages appeared for the Southeast (47%), males

(51%), Blacks (25%), the no-high-school (27%) and some-high-school (38%) parental education groups, and the extreme-inner-city STOC group (40%).

#### Results for 17-Year-Olds

Exhibit 6 reveals that all but two groups differed significantly from the national figure of 54%. The most dramatic of these differences were the -26% of the Blacks, the -25% of the lowest parental education group, and the -18% in the Southeast. The urban-fringe group's percentage was 10 points higher than the nation's and the post-high-school group's was 13 points higher at 67%.

#### Age Comparisons

This exercise revealed radical group differences in achievement. At all age levels southeasterners, Blacks, and inner city residents exhibit a marked disadvantage, while females demonstrate a distinct advantage over males and high parental education correlates strongly with success. Clearly, Winnie the Pooh is far more familiar to a certain class of Americans than it is to the poor, the undereducated, the Blacks, and rural residents; and it is considerably more popular among girls than among boys.

Exercise R304

Ages 9, 13, 17  
Objective IA

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copyright  
restrictions*

Many people or animals that we read about in books become so well-known that we can name the story just from a picture of them. Above is a picture of two animals who appear in a story.

This is a picture for what story?

Write your answer on the line provided.

*The Lion and the Unicorn*

	<u>Age 9</u>	<u>Age 13</u>	<u>Age 17</u>
Acceptable responses	52.3%	70.1%	81.1%
Unacceptable responses	13.8	7.3	6.8
I don't know.	32.5	19.3	10.2
No response	1.4	3.3	2.0

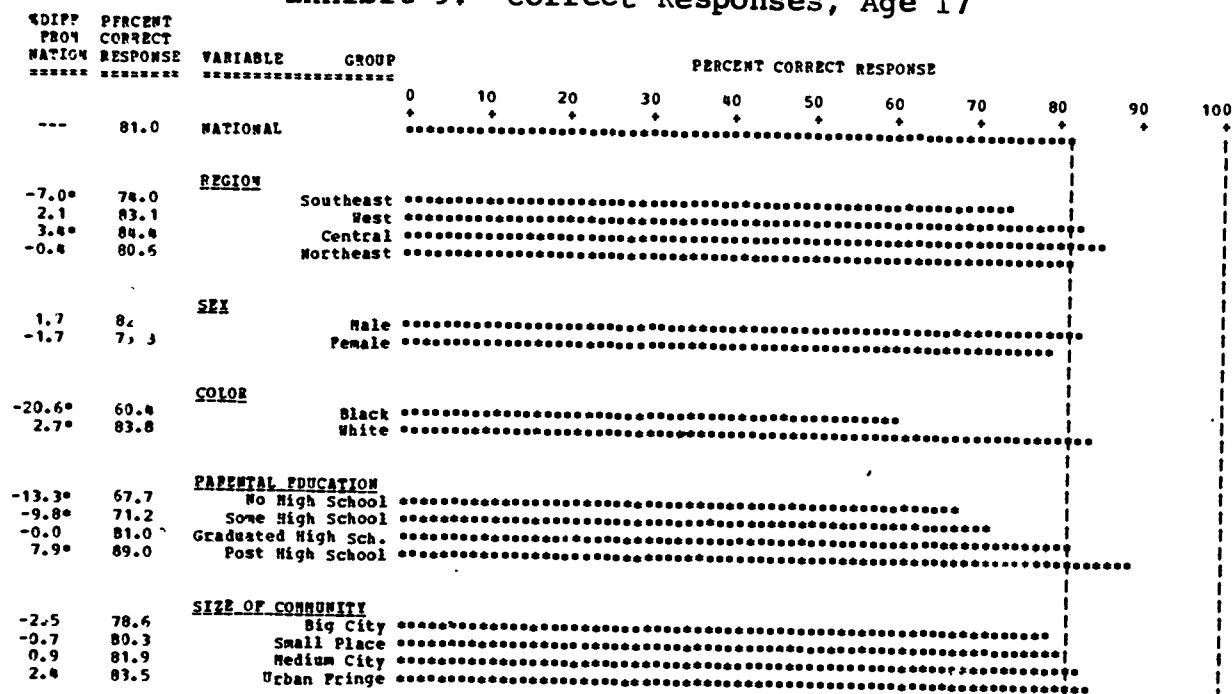
### Exhibit 7. Correct Responses, Age 9

SDIFF FROM NATION	PERCENT CORRECT RESPONSE	VARIABLE	GROUP	PERCENT CORRECT RESPONSE										
*****	*****	*****	*****	0	10	20	30	40	50	60	70	80	90	100
---	52.3	NATIONAL		.....										
		REGION												
-12.7*	39.6		Southeast	.....										
-0.9	51.3		West	.....										
12.1*	64.4		Central	.....										
-2.7	49.6		Northeast	.....										
		SEX												
-0.7	51.6		Male	.....										
0.7	53.0		Female	.....										
		COLOR												
-22.3*	29.9		Black	.....										
4.1*	56.4		White	.....										
		PARENTAL EDUCATION												
-16.5*	35.8		No High School	.....										
-3.8	48.5		Some High School	.....										
-1.6	50.7		Graduated High Sch.	.....										
12.1*	64.4		Post High School	.....										
		SIZE-AND-TYPE OF COMMUNITY												
-16.9*	35.4		Extreme Inner City	.....										
-8.0	44.2		Extreme Rural	.....										
-5.0*	47.3		Small City	.....										
-2.3	50.0		Medium City	.....										
8.3*	60.6		Rest Of Big City	.....										
6.0	58.3		Suburban Fringe	.....										
14.6*	65.9		Extreme Aff Suburb	.....										

### Exhibit 8. Correct Responses, Age 13

SDIFF FROM NATION	PERCENT CORRECT RESPONSE	VARIABLE	GROUP	PERCENT CORRECT RESPONSE										
*****	*****	*****	*****	0	10	20	30	40	50	60	70	80	90	100
---	70.1	NATIONAL		.....										
		REGION												
-7.9*	62.2		Southeast	.....										
3.8	73.9		West	.....										
2.2	72.3		Central	.....										
1.7	71.8		Northeast	.....										
		SEX												
-0.7	69.4		Male	.....										
0.7	70.8		Female	.....										
		COLOR												
-22.9*	47.2		Black	.....										
3.8*	73.9		White	.....										
		PARENTAL EDUCATION												
-2.4*	47.7		No High School	.....										
-5.3	64.8		Some High School	.....										
-3.4*	66.7		Graduated High Sch.	.....										
12.6*	82.7		Post High School	.....										
		SIZE-AND-TYPE OF COMMUNITY												
-11.0*	59.1		Extreme Inner City	.....										
-6.8	63.3		Extreme Rural	.....										
-2.1	68.0		Small City	.....										
2.1	72.2		Medium City	.....										
-3.3	66.8		Rest Of Big City	.....										
2.9	72.9		Suburban Fringe	.....										
12.1*	82.2		Extreme Aff Suburb	.....										

### Exhibit 9. Correct Responses, Age 17



Acceptable responses to this exercise included descriptions such as "Tortus and Hair," "Turtle and Hare," and "Hairy Tortois," as well as descriptions of the story and its moral. Incorrect answers included "turtle on point and dead rabbit," "Petter Rabbit," and "Alice in Wonderland."

#### Results for 9-Year-Olds

Slightly more than half of all 9-year-olds (52%) furnished acceptable answers; however, significant differences from this figure appeared in 10 out of 19 groups (Exhibit 7). Five groups--the Central region (64%), Whites (56%), the post-high-school group (64%), the rest-of-big-city (61%) and extreme-affluent-suburb (67%) groups--attained percentages of success significantly above the nation as a whole. Five more groups--the Southeast (40%), Blacks (30%), the no-high-school group (36%), the extreme-inner-city (35%) and small-city (47%) STOC groups--had results significantly below the national figure.

#### Results for 13-Year-Olds

Seven out of 10 13-year-olds correctly identified the story (Exhibit 8). Whites (74%), and the post-high-school parental education group (83%) posted percentages of success significantly above the national result. Significantly lower results appeared

in five groups--the Southeast (62%), Blacks (47%), the no-high-school (48%) and graduated-from-high-school (67%) parental education groups, and the extreme-inner-city group (59%).

#### Results for 17-Year-Olds

Eighty-one percent of the 17-year-olds gave a correct response, with seven groups varying significantly above or below the national figure. The Central region (84%), Whites (84%), and the post-high-school parental education group (89%) attained percentages of success notably higher than the national level. Four more groups--the Southeast (74%), Blacks (60%), and the two lower parental education groups (68% and 71%, respectively) performed below the national level.

#### Age Comparisons

The percentages of success increased with each succeeding age level, i.e., from 52% at age 9 to 70% at age 13 and finally to 81% at age 17. Moreover, at all three age levels significantly higher results appeared for the post-high-school parental education group and Whites.

Three groups--the Southeast, Blacks, and the no-high-school parental education group--had significantly low results at all three age levels. The first two groups, however, gained slightly on the national pace at ages 13 and 17.

Exercise R305

All Ages  
Objective IA

material deleted, <sup>due</sup> to  
copyright restrictions

Many people or animals that we read about in books become so well-known that we can name the story just from a picture of them. Above is a picture of some people and animals who appear in a story.

This is a picture for what story?

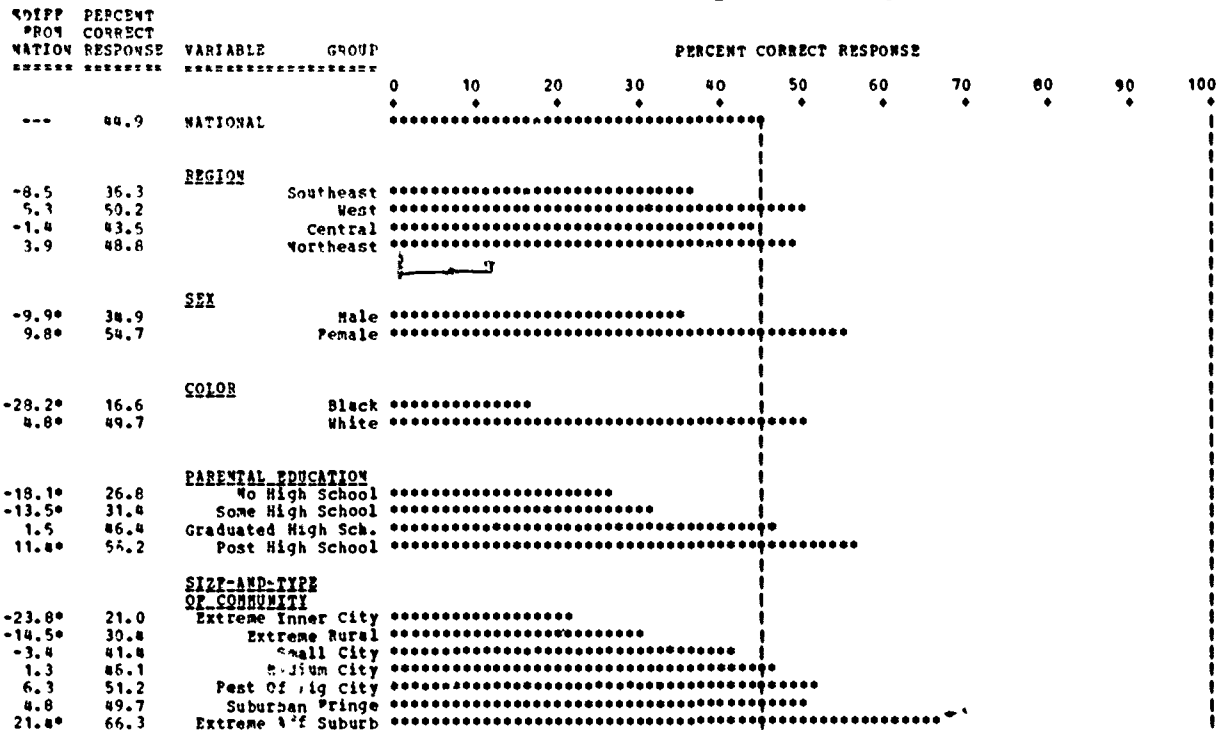
Write your answer on the line provided.

Alice in Wonderland

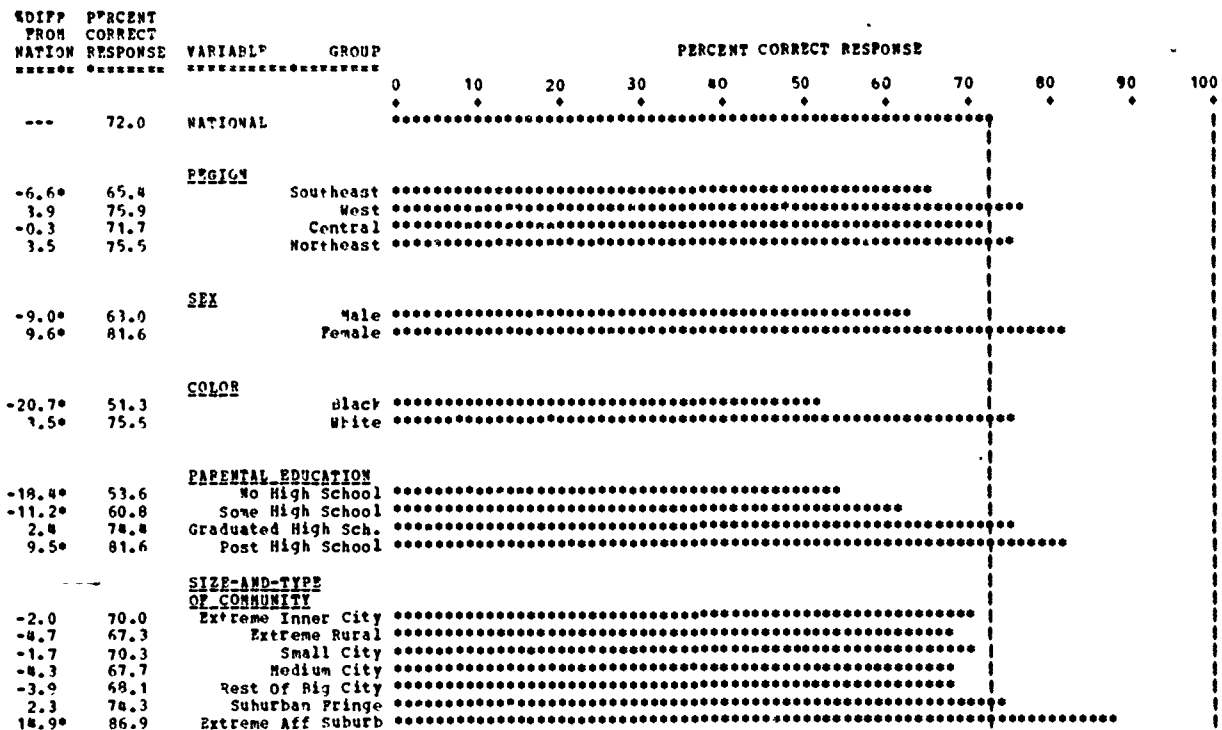
	<u>Age 9</u>	<u>Age 13</u>	<u>Age 17</u>	<u>Adult</u>
Acceptable responses	44.9%	72.0%	78.2%	73.8%
Unacceptable responses	6.7	5.5	4.3	6.0
I don't know.	47.5	21.2	15.9	19.3
No response	1.0	1.2	1.6	.9



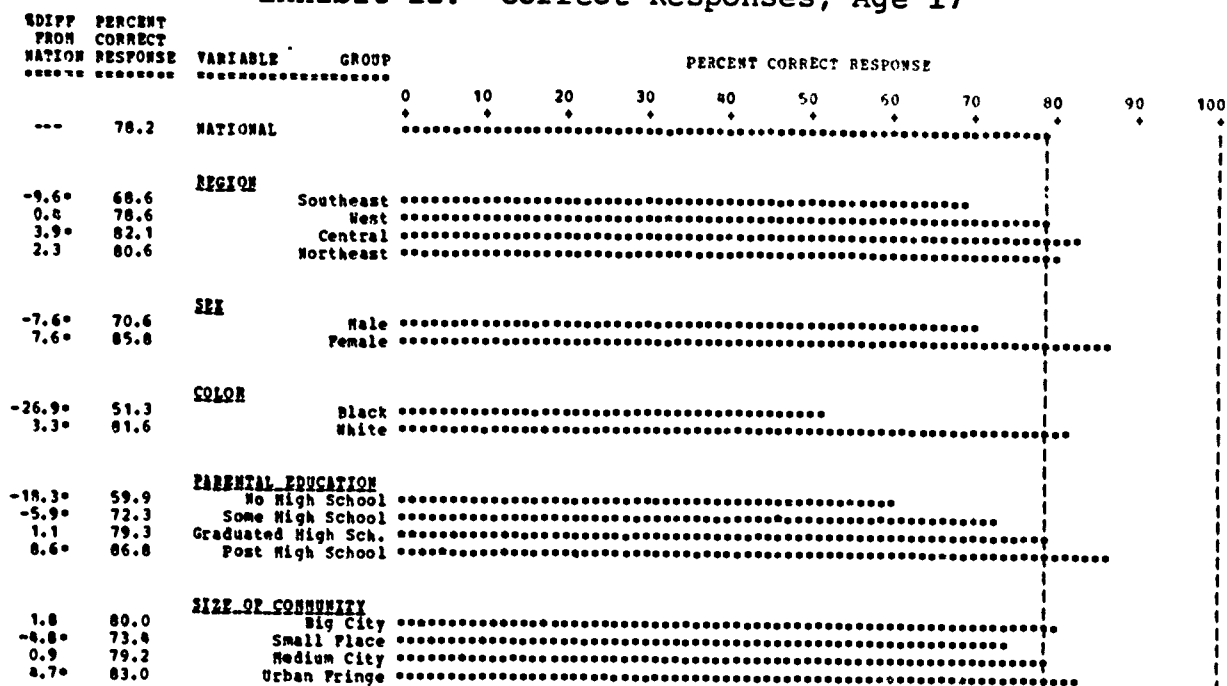
### Exhibit 10. Correct Responses, Age 9



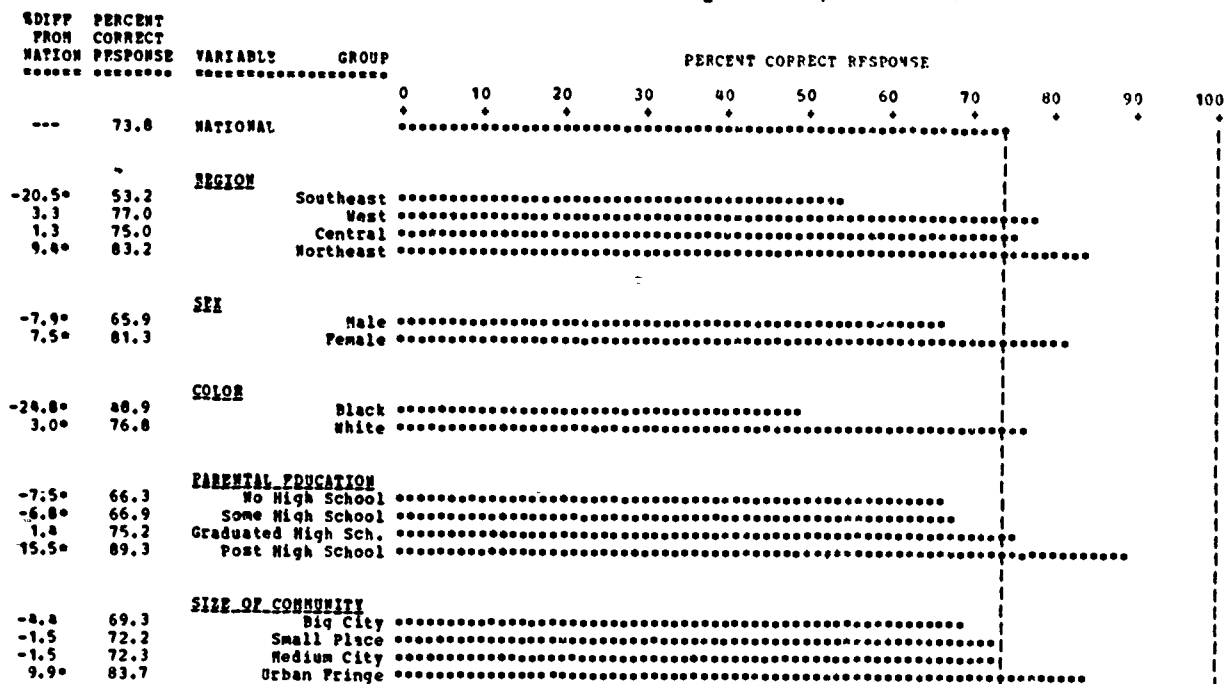
### Exhibit 11. Correct Responses, Age 13



### Exhibit 12. Correct Responses, Age 17



### Exhibit 13. Correct Responses, Adults



Correct responses to this exercise ranged from a reference to the movie or television version of Alice in Wonderland to a one word answer such as "Alice" or "Wonderland." Many people also said "Alice in Wonderland" or "The Mad Hatter." As usual, though, there was a large assortment of incorrect answers, e.g., "White Rabbit," "Cinderella," "Peter Rabbit," and "Uncle Wiggly." One student answered "The Last Supper."

#### Results for 9-Year-Olds

Nearly half of the 9-year-olds wrote "I don't know" as their response. "I don't know" responses were particularly high among Blacks, the no-high-school parental education group, and the extreme-inner-city group.

Exhibit 10 presents the group results for 9-year-olds. There was a 20 point difference between male and female percentages of success, a 30 point difference between the lowest and the highest parental education groups, a 33% difference between Blacks and Whites, and a 45% difference between percentages for the inner-city group and the affluent-suburb group. In each case, the latter group was significantly above the national percentage, the former considerably below it.

#### Results for 13-Year-Olds

Seven out of every 10 13-year-olds correctly identified the illustration (Exhibit 11). The same groups emerged above the national level as did so at age 9. However, there were some changes in the groups which were notably below the national figure. The Southeast percentage was 7% below the nation's and the first two STOC groups (which were significantly lower at age 9) performed as well as all 13-year-olds. Perhaps more children discover Alice in Wonderland between age 9 and age 13, or perhaps the older students have seen the Walt Disney version of the book.

#### Results for 17-Year-Olds

Seventy-eight percent of the 17-year-olds correctly identified the illustration (Exhibit 12). At this age level, the Central region emerged significantly above the national percentage of success (82%). Females still surpassed males, and the highest parental education group remained significantly (9 points) above the national percentage. Among the DOC groups, the urban-fringe group posted a significantly high percentage (83%).

As at age 13, the Southeast performance was below the nation's; also, smaller than national percentages of Blacks (51%), males (71%) and the two lowest parental education groups recognized the illustration.

### Results for Adults

The percentage of success for adults was 74%, but there were considerable differences from this figure in the variable groups (Exhibit 13). Eighty-three percent of the Northeastern adults identified the illustration. Females (81%), Whites (77%), the post-high-school group (89%) and the urban-fringe DOC group (84%) also posted higher than national percentages.

At this age level, the Southeast results were 21 points below the national figure, by far the worst showing for that region. The male-female difference found at the other ages appeared at this age level also, as did the Black-White disparity, and the sub-national performance of the lower parental education groups.

### Comparative Results

For the first time in this theme the reader is able to compare results across all National Assessment age groups. Several factors seem particularly noteworthy.

First, 9-year-olds achieved a percentage of success below 50% while the other three age levels had results which were a few percentage points above or below 75%.

Second, there was a fairly close similarity between the teen-age and adult results. Only 6 percentage points separated the highest and lowest results. Moreover, 17-year-olds rather than adults showed the highest percentage of success (78% for 17-year-olds as compared to 74% for adults).

Third, group results suggested strongly that girls are more familiar with this book than boys, that only half the Blacks recognized the picture regardless of age, and that children of the more highly educated parents are much more likely to recognize this work than are the children of the undereducated.

And finally, the fact that the Southeast deficit for adults was more than twice that for Southeastern 17-year-olds (three times the 13-year-olds deficit) might indicate that exposure to Alice in Wonderland has increased in recent years.

Exercise R306

Ages 9, 13  
Objective IA

*material deleted due  
to copyright restrictions*

Many people or animals that we read about in books become so well-known that we can name the story just from a picture of them. Above is a picture of an animal that appears in a story.

This is a picture for what story?

Write your answer on the line provided.

Charlotte's Web

	<u>Age 9</u>	<u>Age 13</u>
Acceptable responses	32.6%	35.6%
Unacceptable responses	28.1	27.0
I don't know.	37.2	35.8
No response	2.1	1.6

### Exhibit 14. Correct Responses, Age 9

SDIFF FROM NATION	PERCENT CORRECT RESPONSE	VARIABLE	GROUP	PERCENT CORRECT RESPONSE										
-----	-----	-----	-----	0	10	20	30	40	50	60	70	80	90	100
---	32.6	NATIONAL		.....										
		REGION												
-11.3*	21.3		Southeast	.....										
8.0*	40.6		West	.....										
3.5	36.2		Central	.....										
-1.4	31.2		Northeast	.....										
		SEX												
-5.2*	27.4		Male	.....										
5.5*	38.1		Female	.....										
		COLOR												
-22.7*	9.9		Black	.....										
3.7*	36.3		White	.....										
		PARENTAL EDUCATION												
-14.1*	16.5		No High School	.....										
-9.7*	22.9		Some High School	.....										
-3.1	29.5		Graduated High Sch.	.....										
10.5*	43.1		Post High School	.....										
		SIZE-AND-TYPE OF COMMUNITY												
-19.6*	13.1		Extreme Inner City	.....										
-5.7	26.9		Extreme Rural	.....										
-4.2	28.4		Small City	.....										
-3.8	26.8		Medium City	.....										
1.9	34.5		Rest Of Big City	.....										
11.3*	43.9		Suburban Fringe	.....										
14.6*	47.2		Extreme Aff Suburb	.....										

### Exhibit 15. Correct Responses, Age 13

SDIFF FROM NATION	PERCENT CORRECT RESPONSE	VARIABLE	GROUP	PERCENT CORRECT RESPONSE										
-----	-----	-----	-----	0	10	20	30	40	50	60	70	80	90	100
---	35.6	NATIONAL		.....										
		REGION												
-13.1*	22.5		Southeast	.....										
12.8*	48.4		West	.....										
2.5	36.1		Central	.....										
-2.4	33.2		Northeast	.....										
		SEX												
-9.0*	26.6		Male	.....										
9.6*	45.2		Female	.....										
		COLOR												
-22.8*	12.4		Black	.....										
4.4*	40.0		White	.....										
		PARENTAL EDUCATION												
-21.0*	14.6		No High School	.....										
-7.8*	27.7		Some High School	.....										
-1.7	33.9		Graduated High Sch.	.....										
11.2*	46.8		Post High School	.....										
		SIZE-AND-TYPE OF COMMUNITY												
-14.4*	21.2		Extreme Inner City	.....										
-13.5*	22.1		Extreme Rural	.....										
-4.0	31.6		Small City	.....										
-1.8	33.8		Medium City	.....										
2.0	37.6		Rest Of Big City	.....										
13.8*	49.4		Suburban Fringe	.....										
6.3	41.9		Extreme Aff Suburb	.....										

This exercise required identification of a relatively recent work, Charlotte's Web. Charlotte's Web was, of course, the most suitable answer; however, the scorers also counted the following as acceptable responses: an adequate description of the story, "Porky Pig," "Scarlet's Web," and "Charlotte the Pig." Samples of incorrect answers were: "web," "this little piggy went to market," and "terrific pig."

### Results for 9-Year-Olds

Nine-year-olds had some difficulty with the exercise. Only one out of three students gave an adequate answer; however, the incorrect responses did reveal an interesting variation. In most 9-year-old exercises with a low percentage of success (i.e., 33% or less), one finds that students are nearly twice as likely to say "I don't know" as they are to attempt an answer. Yet in this exercise, the "I don't know" responses (37%) came within 9 percentage points of the unacceptable attempts (28%).

There were 12 groups which varied significantly from the national figure (Exhibit 14). Significantly higher results were achieved by the West (41%), females (38%), Whites (36%), the post-high-school group (43%), the suburban-fringe group (44%), and the extreme-affluent-suburb group (47%). Percentages were notably low for the Southeast (21%), males (27%), parental education groups, and the extreme-inner-city group (13%).

As was the case for the previous exercise, there were very great differences within variable groups: a 19 point regional spread, 11 points between males and females, a 35 point range in the STOC groups, and so on.

### Results for 13-Year-Olds

Thirty-six percent of the 13-year-olds wrote acceptable answers (Exhibit 15). An equal percentage simply said "I don't know," and 27% tried unsuccessfully to identify the illustration.

Altogether 12 groups demonstrated significant differences from the national percentage. Percentages for females, the Western, post-high-school and suburban-fringe groups were all 10-14 points greater than the national figure.

Figures for the inner-city, rural, no-high-school, Black, and Southeast groups were all 13 to 23 percentage points lower than the national figure.

### Age Comparisons

Nine- and 13-year-olds in the Western United States were apparently more familiar with E.B. White's book than were children

in other parts of the country. As with the previous exercise, it was also evident from these results that this book is far more widely known among girls, Whites, the educated and affluent, than it is among boys, Blacks, and children of the poor and uneducated.



Exercise R307

Ages 13, 17, Adult  
Objective IB

*material deleted  
due to copyright  
restrictions*

Above is a picture of two people who appear in another story.

This is a picture for what story?

Write your answer on the line provided.

*Don Quixote, Sancho*

	<u>Age 13</u>	<u>Age 17</u>	<u>Adult</u>
Acceptable responses	7.7%	20.5%	22.2%
Unacceptable responses	13.5	16.0	17.9
I don't know.	77.9	62.9	58.5
No response	1.0	.6	1.4

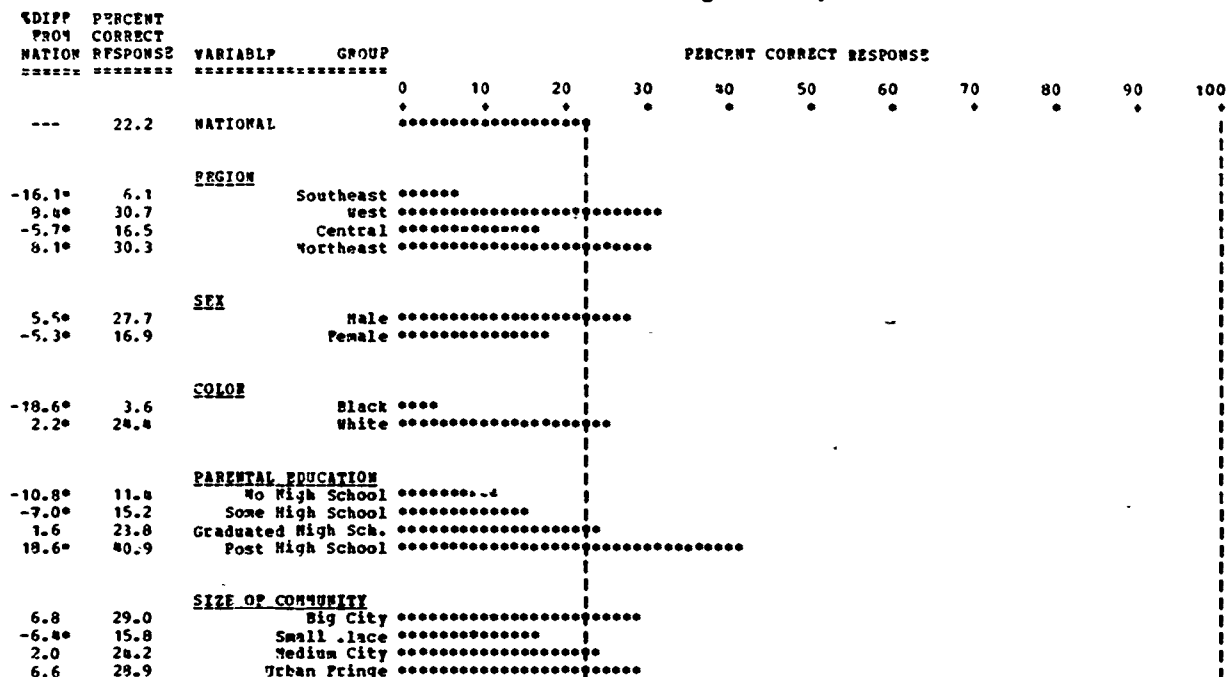
### Exhibit 16. Correct Responses, Age 13

SDIPP FROM NATION	PERCENT CORRECT RESPONSE	VARIABLE	GROUP	PERCENT CORRECT RESPONSE										
.....	.....	.....	.....	0	10	20	30	40	50	60	70	80	90	100
---	7.7	NATIONAL		.....										
		REGION												
-1.9	5.9		Southeast	.....										
-0.3	7.8		West	.....										
1.1	8.8		Central	.....										
0.9	8.6		Northeast	.....										
		SEX												
2.1*	9.9		Male	.....										
-2.3*	5.5		Female	.....										
		COLOR												
-8.0*	3.8		Black	....										
0.8*	8.2		White	.....										
		PARENTAL EDUCATION												
-8.9*	2.9		No High School	...										
-8.3*	3.4		Some High School	....										
-3.3*	8.4		Graduated High Sch.	.....										
6.0*	13.7		Post High School	.....										
		SIZE-AND-TYPE OF COMMUNITY												
-1.5	6.2		Extreme Inner City	.....										
-8.6*	3.2		Extreme Rural	....										
-1.5	6.2		Small City	.....										
-1.2	6.5		Medium City	.....										
0.1	7.9		Fast Of Big City	.....										
0.9	8.6		Suburban Fringe	.....										
6.3*	18.1		Extreme Aff Suburb	.....										

### Exhibit 17. Correct Responses, Age 17

SDIPP FROM NATION	PERCENT CORRECT RESPONSE	VARIABLE	GROUP	PERCENT CORRECT RESPONSE										
.....	.....	.....	.....	0	10	20	30	40	50	60	70	80	90	100
---	20.5	NATIONAL		.....										
		REGION												
-5.2*	15.3		Southeast	.....										
2.5	23.1		West	.....										
-8.1*	16.4		Central	.....										
-4.5*	17.1		Northeast	.....										
		SEX												
8.7*	15.2		Male	.....										
-8.1*	16.4		Female	.....										
		COLOR												
-16.2*	4.3		Black	....										
2.2*	22.7		White	.....										
		PARENTAL EDUCATION												
-18.5*	6.1		No High School	.....										
-9.3*	12.2		Some High School	.....										
-8.1*	16.4		Graduated High Sch.	.....										
8.7*	29.2		Post High School	.....										
		SIZE-OF-COMMUNITY												
2.5	23.0		Big City	.....										
-8.7*	15.8		Small Place	.....										
-0.6	20.0		Medium City	.....										
5.0	25.5		Urban Fringe	.....										

### Exhibit 18. Correct Responses, Adults



Though the best answer to this exercise is Don Quixote with its numerous spelling variations (e.g., Don Oe Johe, Don Quezolobes, Don Rehode), correct answers were allowed for Ivanhoe, a definite reference to the movie or television version of Man from La Mancha, or an adequate description but no title. As might be expected, incorrect responses showed more variation, e.g., Alexander the Great, Cortez and Aztecs, Joan of Ark, and King Arthur.

#### Results for 13-Year-Olds

Percentages of success were low at the national level (8%) as well as at the group level. In fact, only two groups--extreme affluent suburb and the post high school parental education--achieved significant results as high as 14%. With 10% and 8% results, respectively, males and Whites posted the only other percentages of success which were notably above the nation as a whole. Six groups showed results below the national figure--females (6%), Blacks (4%), the three lower parental education groups (3-4%), and the extreme-rural group (3%).

#### Results for 17-Year-Olds

One-fifth of the 17-year-olds gave a correct response while 62% of them simply said "I don't know." Though there were five groups that performed significantly above the national level--

Northeast (27%), male (26%), White (23%), post high school parental education (29%), and extreme affluent suburb (29%)--none posted results which were more than 9 percentage points higher than the national figure.

On the other hand, there were greater negative differences from the national percentage. For instance, the Black difference was -16% and the no high school difference was -15%. Other significantly lower results appeared for the Southeast (16%); females (17%); the extreme-inner-city group (11%); the extreme-rural group (9%); and the three lower parental education groups, which had results ranging from 7% to 17%.

### Results for Adults

Twenty-two percent of the adults correctly identified the illustration. Three-fourths of the groups varied significantly from the national figure. The degree of variance was rather wide--ranging from the post-high-school parental education group (19 points above the national percentage) to the Black and Southeast groups which were 19 and 16 percentage points lower than the nation in general.

All four region groups demonstrated significant differences, the Central and Southeast coming out low, the West and Northeast doing better than the nation. Males, Whites, and the post-high-school group again showed an advantage. Joining the groups below the national percentage was the small-places DOC group, 6 points off the pace.

### Age Comparisons

All percentages of success were quite low, but the older respondents were definitely more familiar with the illustration than the 13-year-olds.

Much similarity can be found in the significant results at all age levels. Of particular note was the fact that males consistently achieved higher results than females or the nation as a whole. Also, the Central region, which usually does as well as or better than the nation at ages 13 and 17 did not do so on this exercise. Instead, the Northeast and West dominated. The rural groups consistently displayed lower percentages of success than the other STOC or DOC groups at all age levels. Apparently these people have had less exposure than most to Don Quixote or materials that would enable them to identify the story illustration.

Exercise R308

Ages 13, 17, Adult  
Objective IA



Many people or animals that we read about in books become so well-known that we can name them just from a picture. Above is a picture of a man who appears in a story.

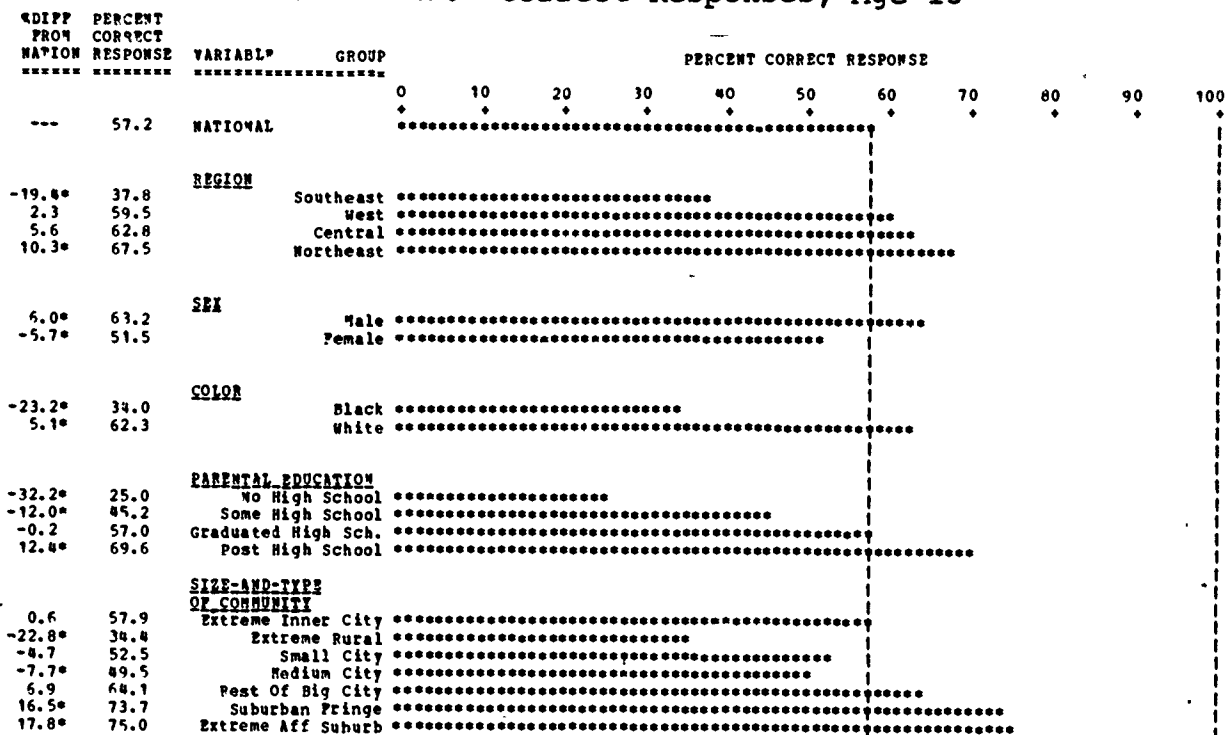
What is the name of the man in the picture?

Write your answer on the line provided.

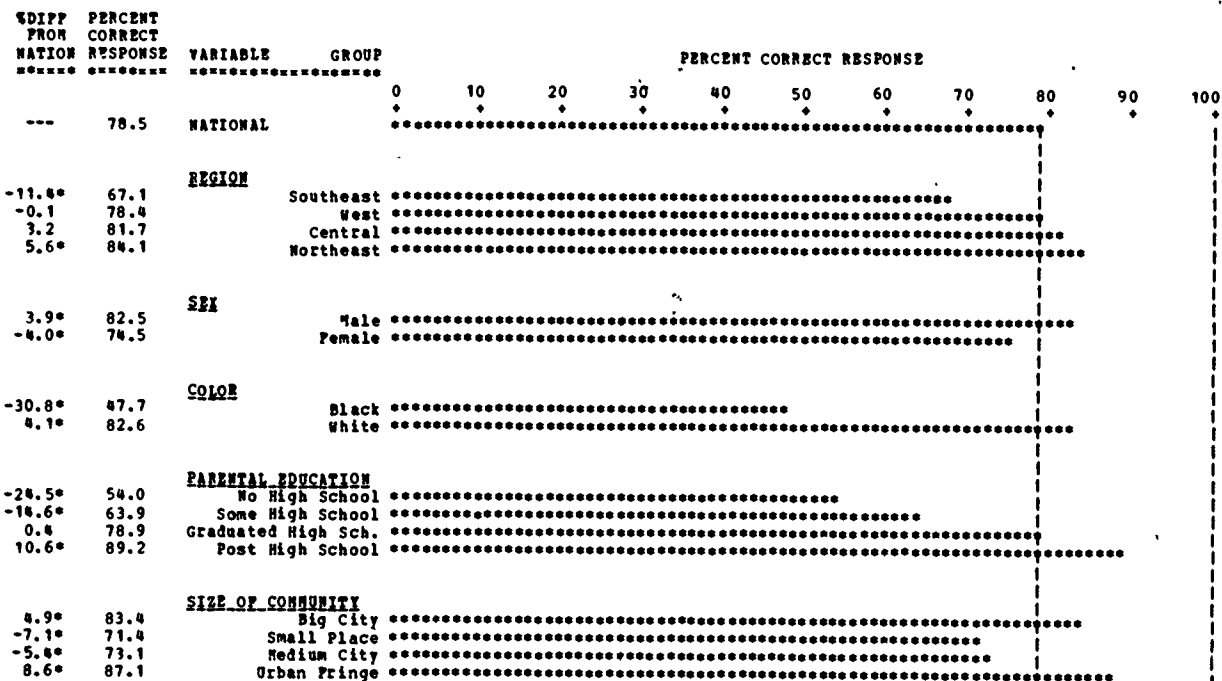
Sherlock Holmes

	<u>Age 13</u>	<u>Age 17</u>	<u>Adult</u>
Acceptable responses	57.2%	78.5%	75.6%
Unacceptable responses	7.2	4.7	3.2
I don't know.	34.8	15.7	19.9
No response	.8	1.1	1.4

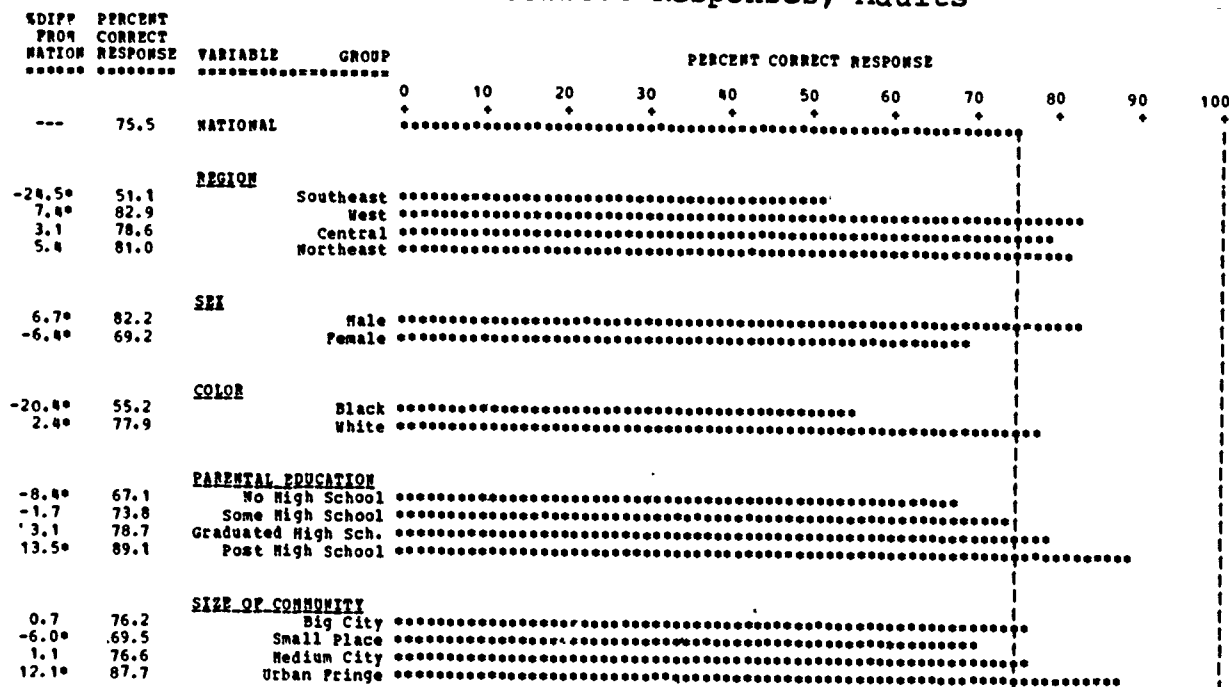
### Exhibit 19. Correct Responses, Age 13



### Exhibit 20. Correct Responses, Age 17



### Exhibit 21. Correct Responses, Adults



Acceptable answers to this exercise included an assortment of spellings and other variations, e.g., "Pulled lock Hemes" and "Srlocshomes," a definite reference to movie or television versions of the work, and simply "Sherlock." As usual, the incorrect responses were more diverse in their scope. Some representative samples were: "a hunter," "Oliver Wendall Holmes," "a jockey," "Alfred Hitchcock," and "A. Conan Doyle."

### Results for 13-Year-Olds

Nearly three-fifths of the 13-year-olds were able to furnish an acceptable answer (Exhibit 19). Despite the fairly high national percentage of success, there were great variations from the national figure, especially among groups that performed significantly below the national level of performance. For example, the no-high-school parental education group was 32 percentage points beneath the national level, and the extreme-rural and Black groups posted results 23 percentage points lower than national percentage of success. Other significantly lower percentages included the Southeast (38%), females (52%), the some-high-school parental education group (45%), and the medium-city group (50%). The extreme-affluent-suburb group achieved the highest degree of success with significant results 18 percentage points higher than the national figure. Five more groups were significantly above the nation as a whole--the Northeast (68%), males (63%), Whites

(62%), the post-high-school group (70%), and the suburban-fringe group (74%).

#### Results for 17-Year-Olds

Seventy-nine percent of the 17-year-olds wrote correct responses (Exhibit 20). Further, 13 out of the 16 groups attained results which were significantly higher or lower than the national figure. Although there were six groups significantly above the national percentage of success, none of the groups showed results more than 11 percentage points higher than the national figure. On the other hand, Blacks and the no-high-school parental education group posted percentages of success that were 31 and 25 percentage points lower than the nation in general.

#### Results for Adults

Ten out of 16 groups achieved results which were above or below the national figure of 76% (Exhibit 21). Highest results were attained by the post-high-school parental education group (14 percentage points above the national figure) while the Southeast displayed the lowest percentage of success--nearly 25 points beneath the nation as a whole.

Other groups significantly higher than the nation in general included: the West (83%), males (82%), Whites (78%), and the big-city-fringe group (88%). On the other hand, significantly lower results were posted by the following: females (69%), Blacks (55%), the no-high-school group (67%), and the small-places DOC group (70%).

#### Age Comparisons

At all three age levels males outperformed females. The male-female difference was 12% at age 13, 8% at age 17, and 13% for adults. The deficit for Blacks ranged from -20% to -31%, and the Southeast percentage was always 11 to 25% lower than the nation's. Though children of the affluent and well educated frequently recognized the illustration, people from rural areas and people in the lower parental education categories were far less consistent in doing so.



Exercise R309

Ages 17, Adult  
Objective IB

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to copy right  
restrictions*

Many people or animals that we read about in books become so well-known that we can name the story just from a picture of them. Above is a picture of an animal that appears in a story.

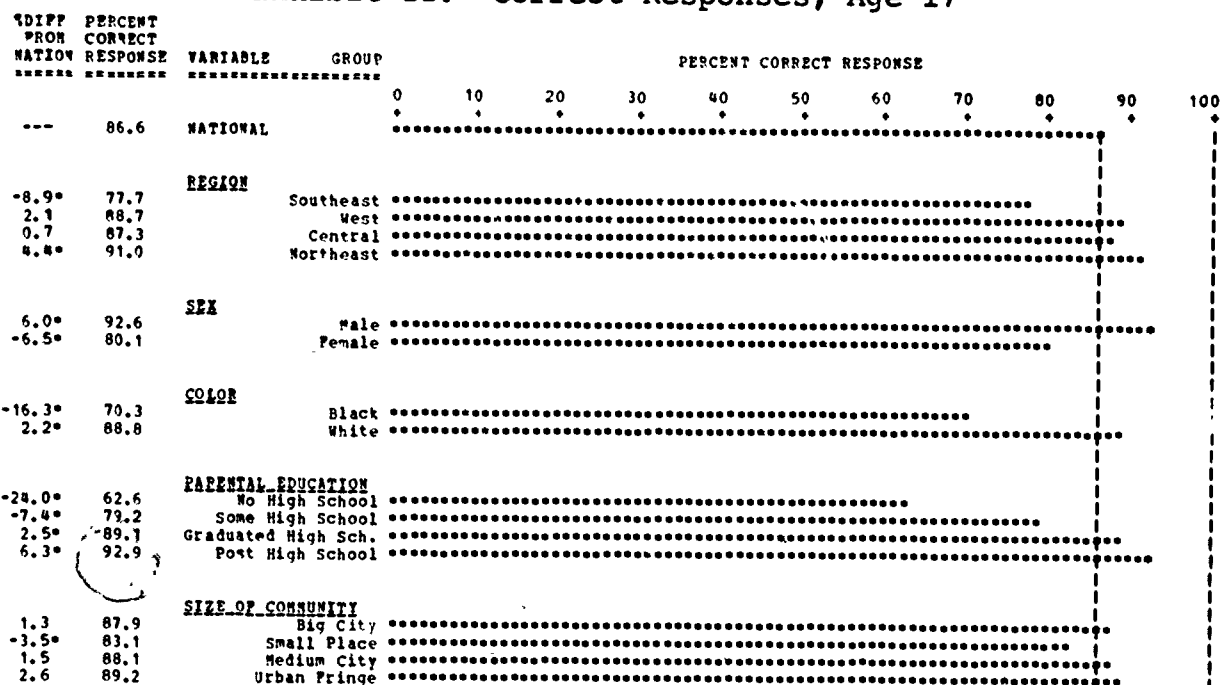
This is a picture for what story?

Write your answer on the line provided.

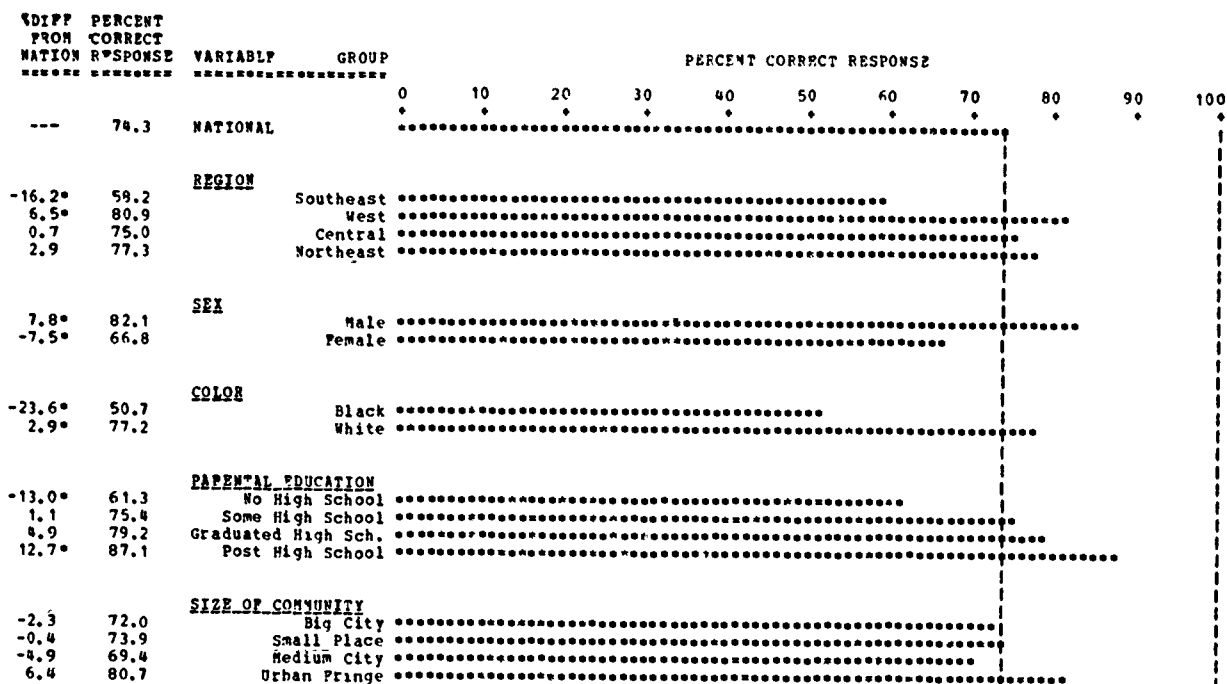
Moby Dick

	<u>Age 17</u>	<u>Adult</u>
Acceptable responses	86.6%	74.3%
Unacceptable responses	5.3	8.3
I don't know.	7.6	16.3
No response	.5	1.2

### Exhibit 22. Correct Responses, Age 17



### Exhibit 23. Correct Responses, Adults



Correct responses to this exercise were limited to an adequate description of the story, Moby Dick, The White Whale, or simply "Moby" or "Dick." This was a relatively limited number of acceptable answers when compared to answers in the other illustration exercises. There was a much wider range of unsuitable responses, e.g., "Pip," "Queequag," "Animals on the Sea," "Johnah and the Whale," and "Omoo."

#### Results for 17-Year-Olds

A total of 11 groups posted percentages of success which varied significantly from the national figure of 87% (Exhibit 22). The most sizable variation occurred in the no-high-school parental education category which was 24 percentage points below the nation in general. In ascending order, the other significantly low percentages of success included: Black (70%), Southeast (78%), the some-high-school group (79%), females (80%), and the small-places group (83%).

Five groups posted percentages of success which were above the national figure. In descending order they were: the post-high-school group (93%), males (93%), the Northeast (91%), the graduated-from-high-school group (89%), and Whites (89%).

#### Results for Adults

Nearly three-fourths of the adults supplied a correct response (Exhibit 23). In addition, half of the groups had results which were significantly above or below the national level. Percentages significantly above the nation as a whole ranged from 3% (Whites) to 13% (the post-high-school group). Percentages below ranged from -8% (females) to -24% (Blacks).

#### Age Comparisons

Once again, there was a distinct male advantage: 13% at age 17, 15% among adults. The differences between the highest and lowest percentage in other variable groups also increased with age. That is, in the regional groups the difference was 13% at age 17, 19% at the adult level; the color difference rose from 18.5% to 27%; the parental education difference increased only slightly from 30% to 31%.

## CHAPTER 3

### PARODIES

The exercises discussed in this chapter represent an indirect way of measuring familiarity with specific literary works. In themselves, they cannot tell us much about the familiarity with literature, but in conjunction with various other exercises they contribute to a more complete picture of what works people are familiar with.

All parody exercises were introduced in the following manner.

Many famous poems, stories, and plays have been changed so that the words make fun of something. Changes like those are called PARODIES. Here is an example of an original poem by a man named Gelett Burgess.

#### The Purple Cow

I never saw a purple cow;

Someone later wrote a parody of the poem that goes this way:

I never saw a pale blue cow;  
I never hope to see one:  
But from the milk we're getting now  
I know that there must be one.

The man who wrote the parody changed the first poem so that he could make fun of the kind of milk he has been getting.

You are going to read two short parodies. Read each parody and then fill in the oval beside the poem you think is parodied. Here is an example:

I never saw a pale blue cow;  
I never hope to see one:  
But from the milk we're getting now  
I know that there must be one.

- ☒ "The Purple Cow"
- ☐ "Hey Diddle Diddle"
- ☐ "How Now Brown Cow"
- ☐ "This is the House that Jack Built"
- ☐ I don't know.

You would fill in the oval beside "The Purple Cow" as is shown, because it is the poem on which the parody is based.

Now try the two on the next page.

# Exercise R319A

All Ages  
Objective 1A

The action wasn't groovy for the Endsville nine that day:

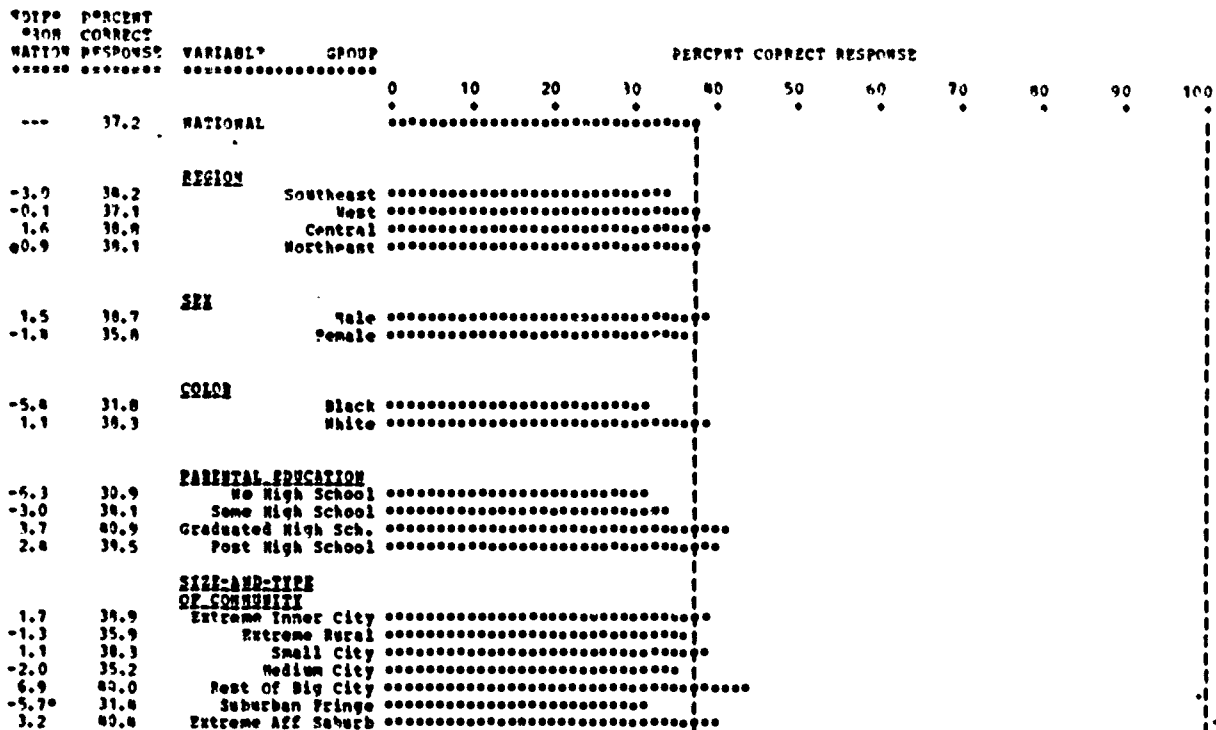
*material deleted due to copyright restrictions*

We'd put a lot of bread down, Man, on Casey and his stick!

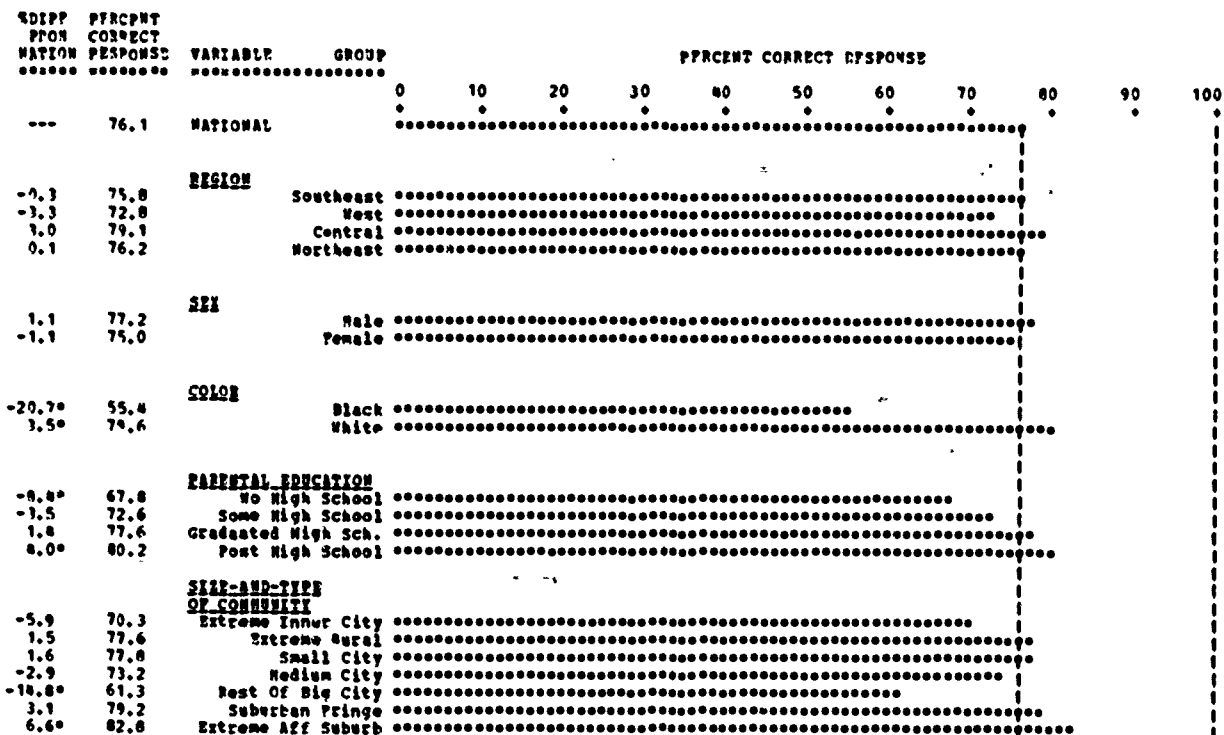
This is a parody of what poem?

<u>Age 9</u>	<u>Age 13</u>	<u>Age 17</u>	<u>Adult</u>		
4.2%	16.4%	7.6%	10.2%	<input type="radio"/>	"Casey Jones"
38.4	0.3	0.4	0.4	<input type="radio"/>	"Gunga Din"
37.2	76.1	87.1	79.8	<input checked="" type="radio"/>	"Casey at the Bat"
8.2	4.8	2.3	4.1	<input type="radio"/>	"Take Me Out to the Ballgame"
11.0	4.8	2.3	4.1	<input type="radio"/>	I don't know.
1.0	0.2	0.8	1.1		No response

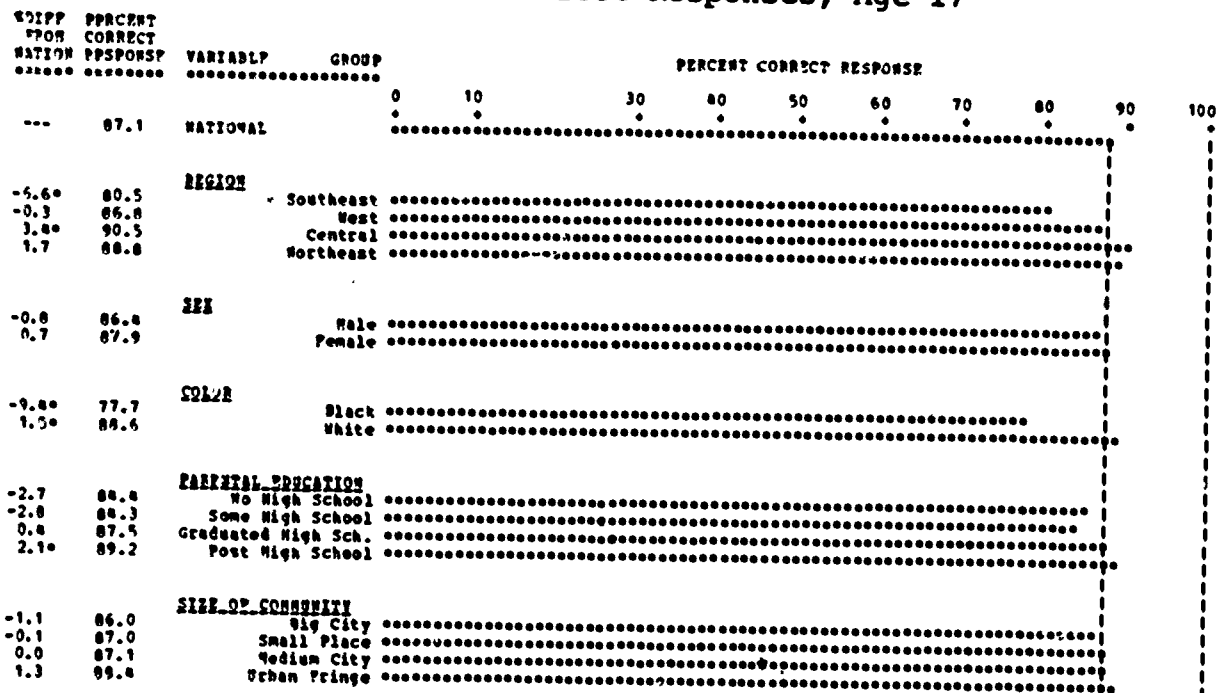
### Exhibit 24. Correct Responses, Age 9



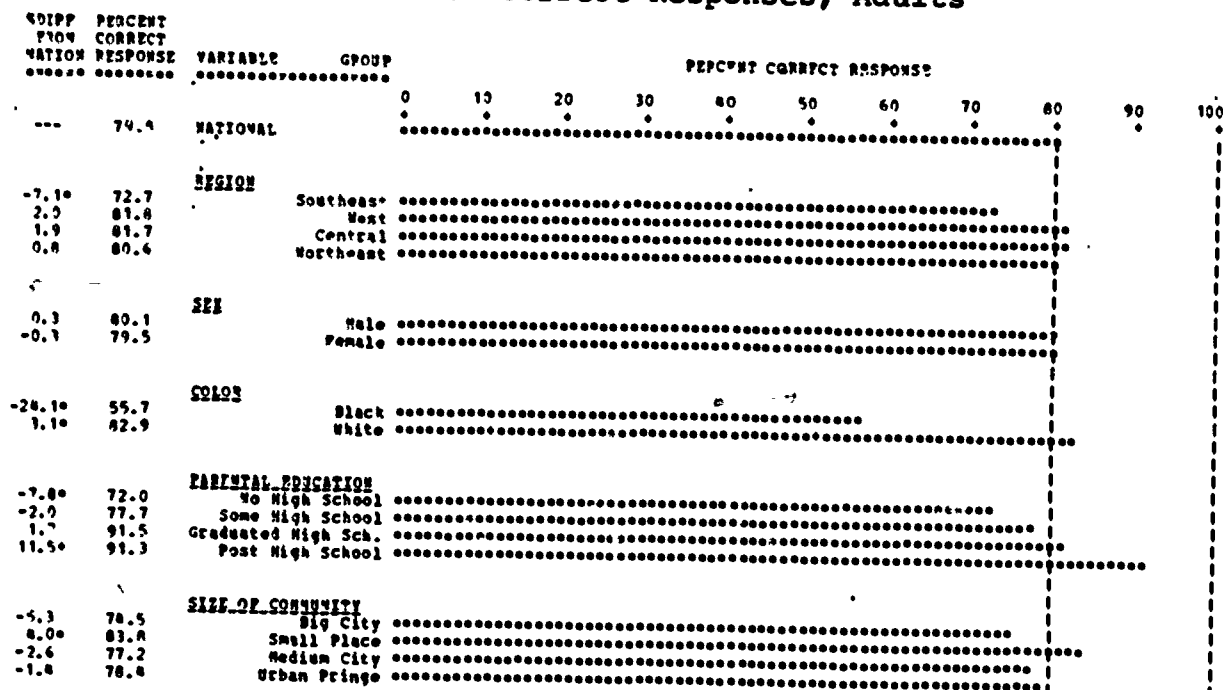
### Exhibit 25. Correct Responses, Age 13



### Exhibit 26. Correct Responses, Age 17



### Exhibit 27. Correct Responses, Adults





"Casey at the Bat" constitutes the first parody in a series of three released exercises.

#### Results for 9-Year-Olds

Nationally, 37% of the students correctly answered "Casey at the Bat" (Exhibit 24). Groups' results tended to cluster rather closely to the national figure--in fact, only one group (suburban fringe, with a percentage of success 6 points below the national figure) varied significantly. Thirty-eight percent of the 9-year-olds incorrectly answered "Ginga Din" in response to the exercise. This particular answer was chosen by at least 32% of the people in every group.

#### Results for 13-Year-Olds

More than three-fourths of the 13-year-olds made a correct response (Exhibit 25). Another 16% selected "Casey Jones." Six groups performed significantly higher or lower than the nation as a whole. Included were the extreme-affluent-suburb (83%), Whites (80%), and the post-high-school (80%) parental education groups which were significantly higher. Significantly lower results appeared for the Blacks (55%), the no-high-school parental education group (68%), and the rest-of-big-city STOC group (61%).

#### Results for 17-Year-Olds

Eighty-seven percent of the 17-year-olds correctly answered this exercise (Exhibit 26). Most of the remaining 17-year-olds selected the "Casey Jones" answer. Five group percentages were significantly higher or lower than the nation's. The Central (91%), White (89%), and post-high-school (89%) groups were all above, the Southeast (81%) and Blacks (78%)--below the national figure.

#### Adult Results

Four out of every five adults furnished a correct response (Exhibit 27). Slightly more than half of the remaining adults chose "Casey Jones." Three group percentages were significantly lower than the national figure. The Blacks' figure was 24 percentage points below the nation; the Southeast's was 7 points lower; and the no-high-school parental education group's was 8 percentage points below. Whites significantly exceeded the national figure by 3 percentage points, the small-place group by 4 percentage points, and the post-high-school group by 12 percentage points.

### Age Comparisons

It appears that not many 9-year-olds had been exposed to "Casey at the Bat" since only 37% knew the correct answer. Apparently, children encounter the poem between 9 and 13, since twice as many older students recognized the parody.

There were no sex differences at any age and only once did a regional group's percentage exceed the nation's--the Central region at age 17.

Exercise R320

Ages 13, 17, Adult  
Objective IA

Under the towering R<sub>x</sub> sign

*deleted due to copyright  
restrictions*

Made by his sinewy hands.

This is a parody of what poem?

Age 13   Age 17   Adult

- |      |      |      |   |
|------|------|------|---|
| 3.8% | 3.1% | 2.3% | <input type="radio"/> "The Shepherd," Blake                           |
| 11.5 | 5.9  | 5.3  | <input type="radio"/> "The Deacon's Masterpiece," Holmes              |
| 41.7 | 60.1 | 65.0 | <input checked="" type="radio"/> "The Village Blacksmith," Longfellow |
| 3.9  | 4.8  | 4.4  | <input type="radio"/> "A Ballad of Johnny Appleseed," Oleson          |
| 39.1 | 25.9 | 21.8 | <input type="radio"/> I don't know.                                   |
| 0.1  | 0.2  | 1.2  | No response   |

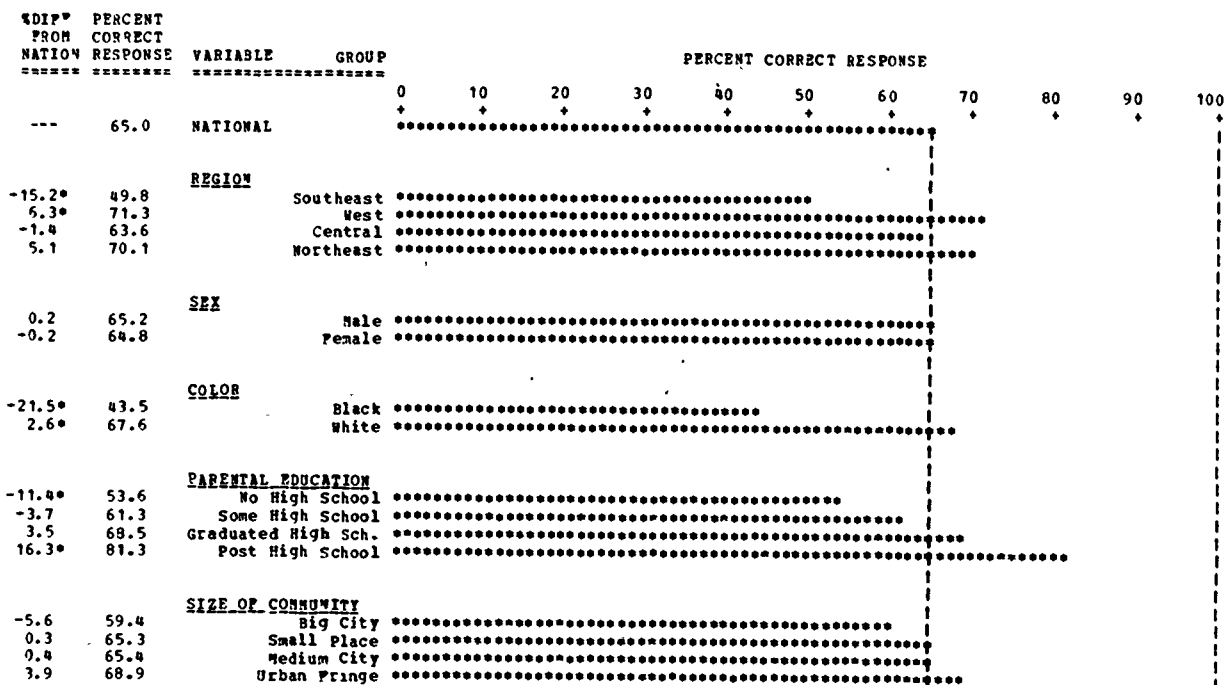
### Exhibit 28. Correct Responses, Age 13

%DIFF FROM NATION	PERCENT CORRECT RESPONSE	VARIABLE	GROUP	PERCENT CORRECT RESPONSE										
*****	*****	*****	*****	0	10	20	30	40	50	60	70	80	90	100
---	41.7	NATIONAL		.....										
		REGION												
1.1	42.8		Southeast	.....										
-1.3	40.3		West	.....										
-4.9*	36.8		Central	.....										
6.3*	47.9		Northeast	.....										
		SEX												
-1.2	40.4		Male	.....										
1.1	42.8		Female	.....										
		COLOR												
-3.3	38.3		Black	.....										
0.5	42.1		White	.....										
		PARENTAL EDUCATION												
-3.7	38.0		No High School	.....										
-1.3	40.3		Some High School	.....										
-1.9	39.8		Graduated High Sch.	.....										
5.2*	46.8		Post High School	.....										
		SIZE-AND-TYPE OF COMMUNITY												
-3.0	39.7		Extreme Inner City	.....										
-2.4	39.2		Extreme Rural	.....										
-1.6	40.1		Small City	.....										
-1.1	40.5		Medium City	.....										
-4.1	37.6		Rest Of Big City	.....										
-0.8	40.8		Suburban Fringe	.....										
14.0*	55.7		Extreme Aff Suburb	.....										

### Exhibit 29. Correct Responses, Age 17

%DIFF FROM NATION	PERCENT CORRECT RESPONSE	VARIABLE	GROUP	PERCENT CORRECT RESPONSE										
*****	*****	*****	*****	0	10	20	30	40	50	60	70	80	90	100
---	60.1	NATIONAL		.....										
		REGION												
-8.3*	51.7		Southeast	.....										
-0.7	59.4		West	.....										
2.4	62.5		Central	.....										
3.9	64.0		Northeast	.....										
		SEX												
-0.4	59.6		Male	.....										
0.4	60.5		Female	.....										
		COLOR												
-19.1*	41.0		Black	.....										
2.4*	62.5		White	.....										
		PARENTAL EDUCATION												
-15.8*	44.3		No High School	.....										
-2.9	57.2		Some High School	.....										
-0.9	59.2		Graduated High Sch.	.....										
8.8*	68.9		Post High School	.....										
		SIZE OF COMMUNITY												
-2.5	57.6		Big City	.....										
1.3	61.4		Small Place	.....										
-0.8	59.3		Medium City	.....										
1.2	61.3		Urban Fringe	.....										

### Exhibit 30. Correct Responses, Adults



#### Results for 13-Year-Olds

Slightly more than two-fifths of the 13-year-olds gave the correct answer, while an almost equal percentage of the 13-year-olds said "I don't know" (Exhibit 28).

Three groups--the Northeast (48%), the post-high-school parental education group (47%), and the extreme-affluent-suburb group (56%)--registered percentages significantly higher than the nation's, whereas only one group--the Central region (37%)--was below the national figure. There were no color or sex variations, and several groups which tend to emerge below the national level did not do so.

#### Results for 17-Year-Olds

Sixty percent of the 17-year-olds gave correct answers (Exhibit 29). In addition, another 26% made "I don't know" responses. Five out of 16 groups achieved percentages of success which were significantly higher or lower than the national figure. The Whites (63%) and the post-high-school parental education group percentages (69%) significantly exceeded the national figure, while Blacks (41%), the Southeast (52%), and the no-high-school group (44%) came out lower than the nation.

### Adult Results

About two out of every three adults provided an accurate response (Exhibit 30). Another 22% chose to say "I don't know." Significantly higher results were posted by the West (71%), Whites (68%), and the post-high-school parental education category (81%). The latter was 16 percentage points above the national figure. On the other hand, three group percentages were significantly beneath the national level--the Southeast (50%), Blacks (44%), and the no-high-school group (54%).

### Age Comparisons

Overall results appeared to improve with each succeeding age level. For example, percentages of success went from 42% at age 17 to 65% at the adult level. Furthermore, as the age levels increased there was a corresponding decrease in the "I don't know" answers (39% at age 13; 26% at age 17; and 22% for adults), though this continued to be the most popular unacceptable answer.

Although there were relatively few results which were significantly above or below the national figure, there were some significant results overlapping at two or three age levels. For instance, post-high-school parental education groups performed significantly higher at all three age levels. In addition, White 17-year-olds and adults significantly exceeded the national figure. At age 13, the Southeast, Blacks, and the no-high-school group all performed at the national level. However, at ages 17 and adult, they all differed significantly from the national percentage.

Exercise R321

Ages 17, Adult  
Objective IA

Ranches to the right of them,

*deleted due to  
copyright restrictions*

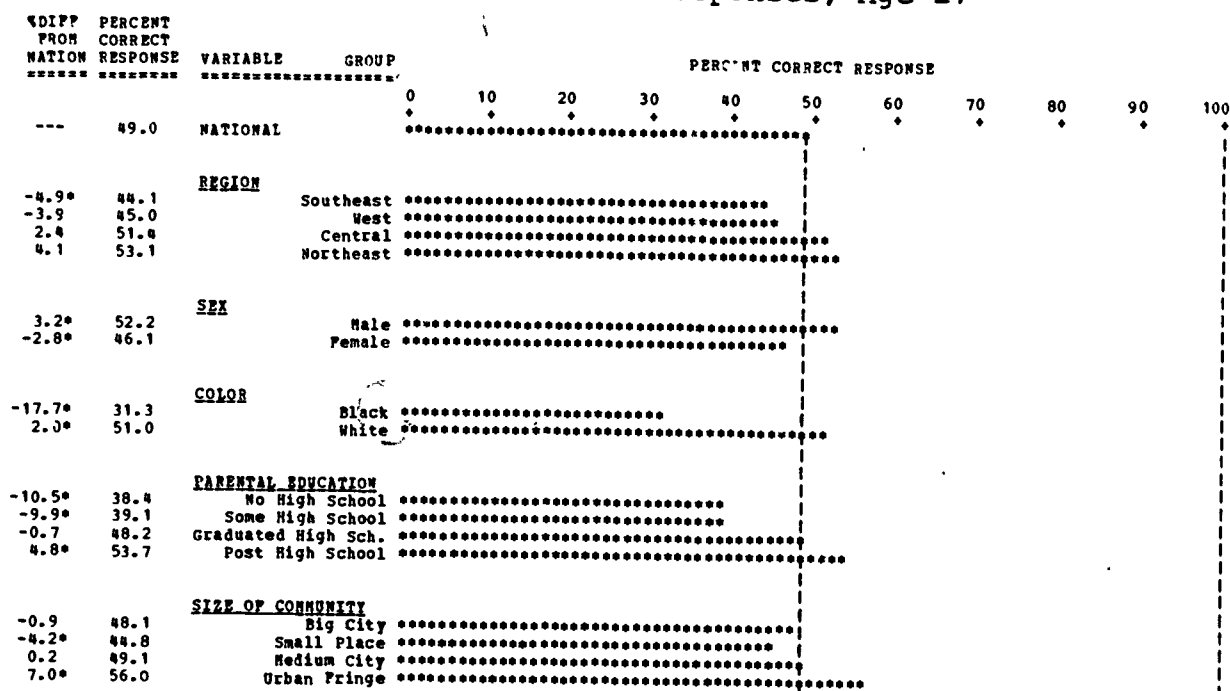
By the One Hundred.

This is a parody of what poem?

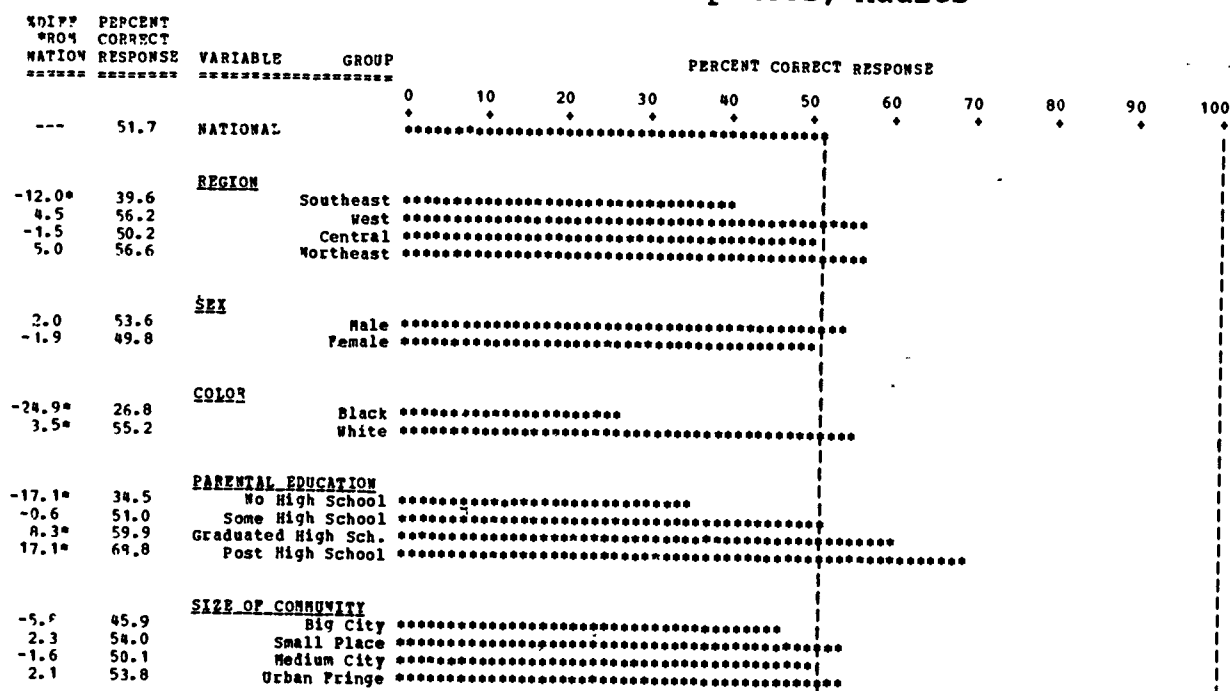
Age 17    Adult

- |      |      |  |
|------|------|--|
| 1.8% | 2.4% | <input type="radio"/> "Kubla Khan"                                       |
| 12.1 | 9.9  | <input type="radio"/> "Paul Revere's Ride"                               |
| 48.9 | 51.7 | <input checked="" type="radio"/> "The Charge of the Light Brigade"       |
| 5.2  | 7.3  | <input type="radio"/> "How They Carried the Good News from Ghent to Aix" |
| 31.7 | 27.6 | <input type="radio"/> I don't know.                                      |
| 0.2  | 1.1  | No response  |

### Exhibit 31. Correct Responses, Age 17



### Exhibit 32. Correct Responses, Adults





This was the final released exercise for the parody portion of Theme 3.

#### Results for 17-Year-Olds

Slightly less than half of the 17-year-olds selected the correct answer while most of the remainder said "I don't know" (Exhibit 31). The results for four groups significantly exceeded the national figure--males (52%), Whites (51%), the big-city-fringe group (56%), and the post-high-school parental education group (54%). On the other hand, six other groups had lower percentages of success--the Southeast (44%), females (46%), Blacks (31%), the small-places DOC group (45%), and the two lower education groups (38 and 39%).

#### Adult Results

Fifty-two percent of the adults answered successfully, with the post-high-school parental education group showing the highest results (17 points above the nation as a whole) and Blacks the lowest (25 points below the national figure). In between these extremes there were four other significant variations. Whereas adult Whites and those whose parents were high school graduates performed significantly higher, southeasterners and people whose parents had had no high school attained percentages of success below that attained by the nation as a whole.

#### Age Comparisons

The two age levels had almost identical national results; however, group percentages of success showed more variation, especially for 17-year-olds. For instance, there were no significant sex or size of community differences among adults but there were among 17-year-olds. All the regional, color, and educational group deficits that appeared at age 17 intensified at the adult level. The post-high-school group's difference was also much greater at the adult level.

Results for unreleased parody exercises appear in the appendix. The works parodied were "The Midnight Ride of Paul Revere," "The Jabberwocky," "Sea Fever," and "Old Ironsides."

## CHAPTER 4

### ALLUSIONS

A great many literary works are fully successful only if the reader recognizes allusions to other works and characters that have become part of the Western literary heritage. The exercises discussed in this chapter allude to a variety of Biblical, Classical and folk figures in yet another effort to determine how well acquainted Americans are with this literary heritage.

# Exercise R328A

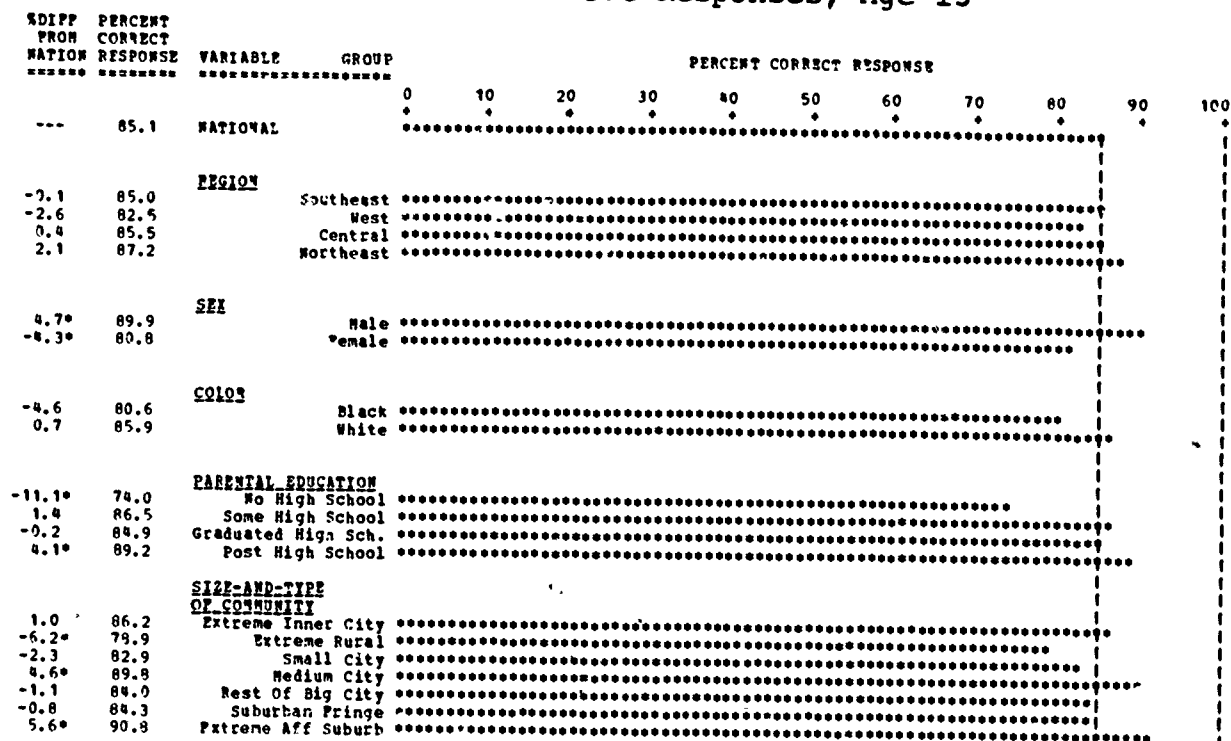
Ages 13, 17, Adult  
Objective IB

Each of the sentences below has a blank space, indicating that a word or set of words has been omitted. Beneath the sentence are four words or sets of words. These are the names of figures in myths, legends, or famous literary works. You are to choose the one word or set of words which, when inserted in the sentence, BEST fits in with the meaning of the sentence as a whole. Fill in the oval beside the word or words you think best.

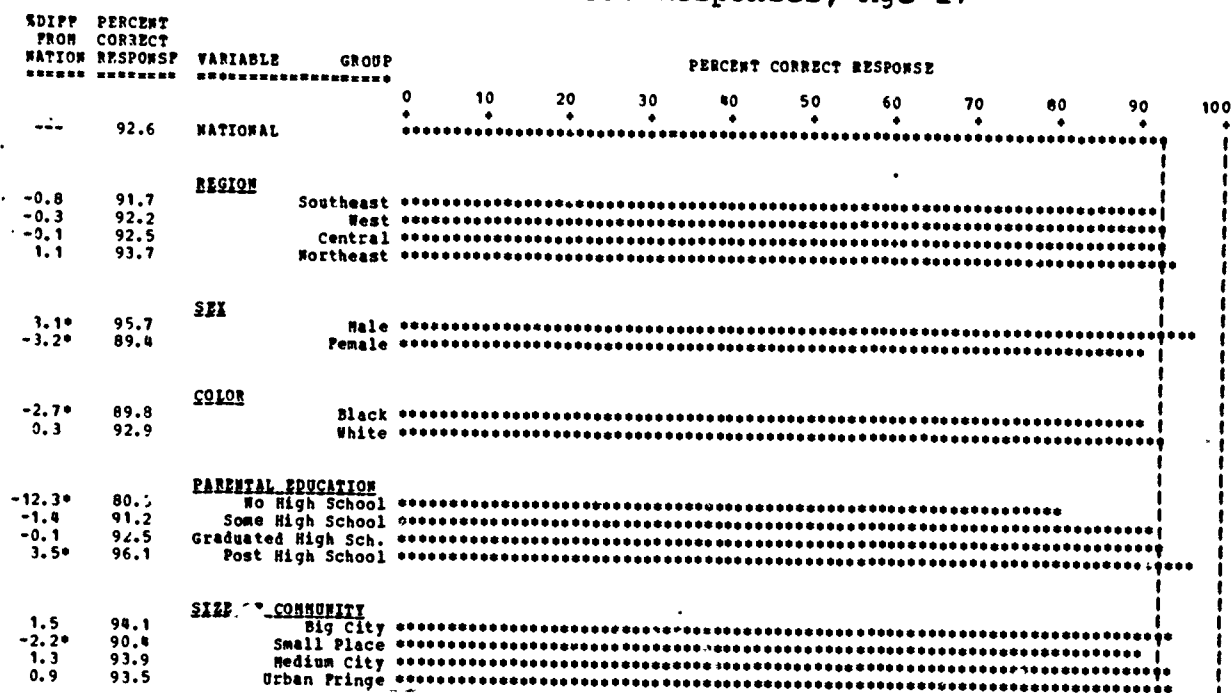
If you were going to give a name to a kind of engine that you wanted people to think was very strong, you would name the engine \_\_\_\_\_.

<u>Age 13</u>	<u>Age 17</u>	<u>Adult</u>	
2.4%	1.2%	2.2%	<input type="radio"/> Joshua
2.9	1.4	.6	<input type="radio"/> Methuselah
5.5	2.7	2.7	<input type="radio"/> Nimrod
85.2	92.6	92.1	<input checked="" type="radio"/> Samson
3.9	2.1	1.4	<input type="radio"/> I don't know.
.2	.1	.9	No response

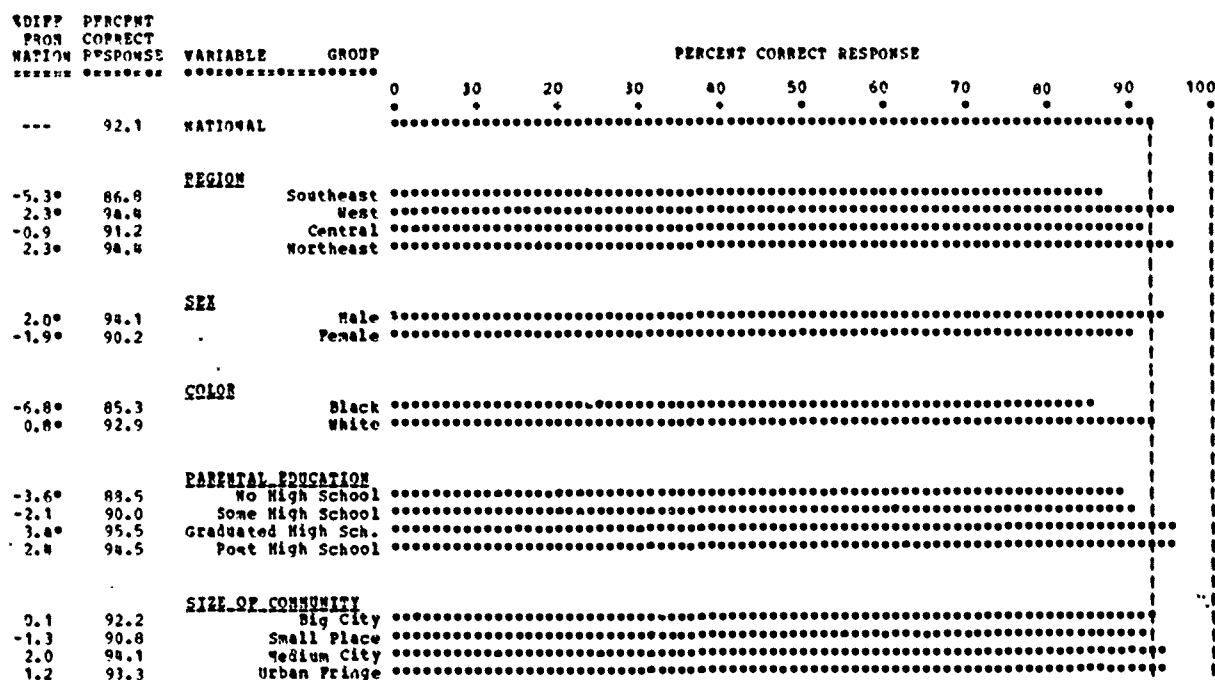
### Exhibit 33. Correct Responses, Age 13



### Exhibit 34. Correct Responses, Age 17



### Exhibit 35. Correct Responses, Adults



### Results for 13-Year-Olds

While the regional and color groups seemed to achieve a level nearly equal to the national figure of 85%, there were some wide variations within the other groups (Exhibit 33). For instance, males significantly exceeded the national level by 5 percentage points and females were significantly lower by 4 percentage points. Other significant group percentages of success included: the post-high-school parental education (89%), extreme-affluent-suburb (91%), and medium-city (90%) groups, all significantly above the national figure. Two more groups posted results which were lower than the national result--the no-high-school parental education group (74%) and the extreme-rural group (79%).

### Results for 17-Year-Olds

Only 7% of the 17-year-olds failed to offer an accurate answer (Exhibit 34). In addition to outstanding overall results, group percentages of success were rather high. In fact, there was only one group which had a percentage of success less than 89% (the no-high-school group). The post-high-school parental education group (95%) performed significantly higher than the nation as a whole while Blacks (90%) and the small-places group (90%) were slightly below the national figure.

### Adult Results

Ninety-two percent of the adults correctly answered the exercise (Exhibit 35). Likewise, the 16 groups achieved a large degree of success, with 85% being the lowest percentage of success and 96% the highest. Altogether there were five groups which significantly exceeded the national figure and four that were significantly lower. The higher groups were: the Northeast and West (94%), males (94%), Whites (93%), and the graduated-from-high-school group (96%). Significantly lower results were posted by the Southeast (87%), females (90%), Blacks (85%), and the no-high-school group (89%).

### Age Comparisons

All ages showed sizable percentages of success, though 17-year-olds did slightly better than adults and 13-year-olds.

At all age levels, the males achieved results significantly higher than the nation in general while, on the other hand, females posted percentages of success notably below the national level.

At ages 13 and 17, no regional group dominated and the Southeast, which is generally below the national level, performed as the nation did. Also, the 15 point difference between the lowest and highest parental education groups narrowed to only 6 points at the adult level.

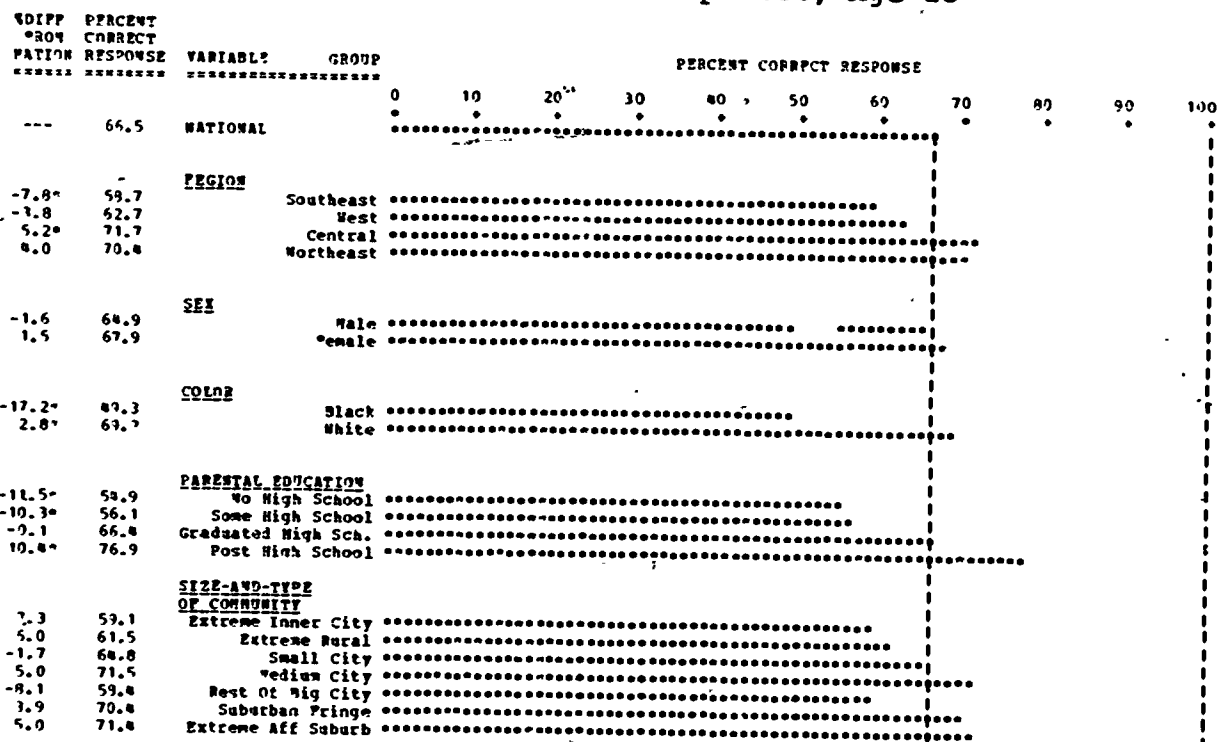
# Exercise R328E

Ages 13, 17, Adult  
Objective IB

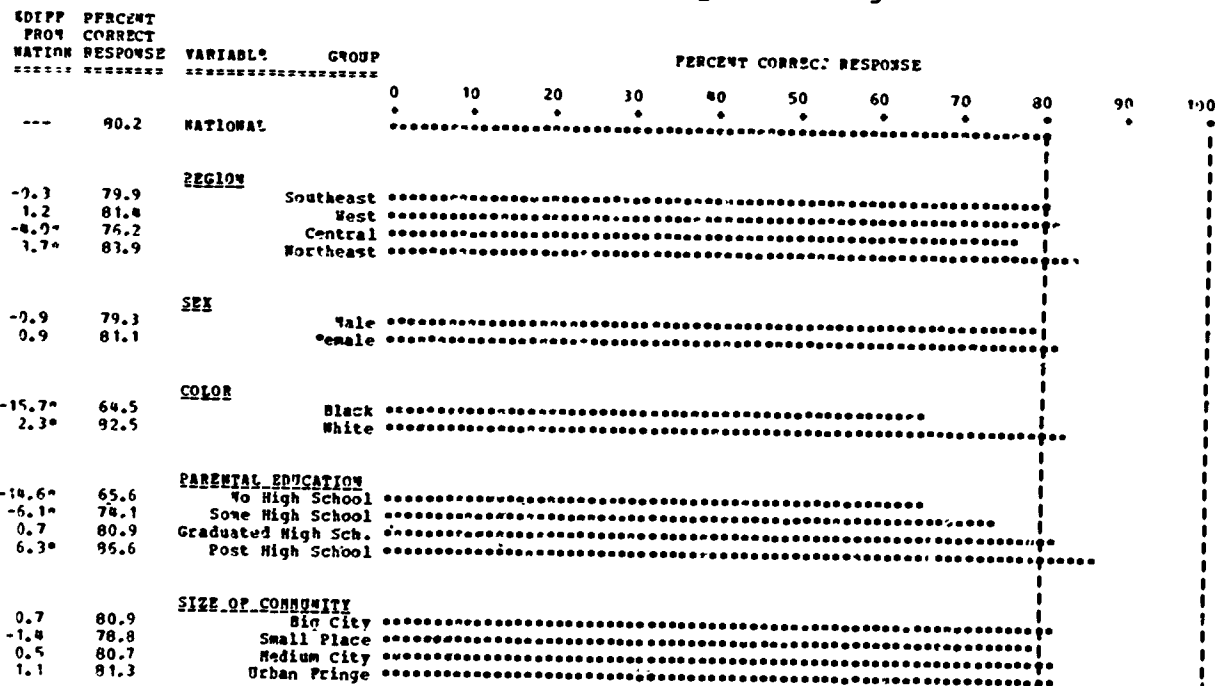
People call water \_\_\_\_\_ ale, because it is the one drink  
man has had since the beginning of time.

<u>Age 13</u>	<u>Age 17</u>	<u>Adult</u>	
66.5%	80.2%	78.3%	<input checked="" type="radio"/> Adam's
3.1	1.8	1.9	<input type="radio"/> Cain's
6.3	3.1	2.9	<input type="radio"/> Moses'
14.8	8.1	9.7	<input type="radio"/> Noah's
9.3	6.7	6.4	<input type="radio"/> I don't know.
+	+	.8	No response

### Exhibit 36. Correct Responses, Age 13

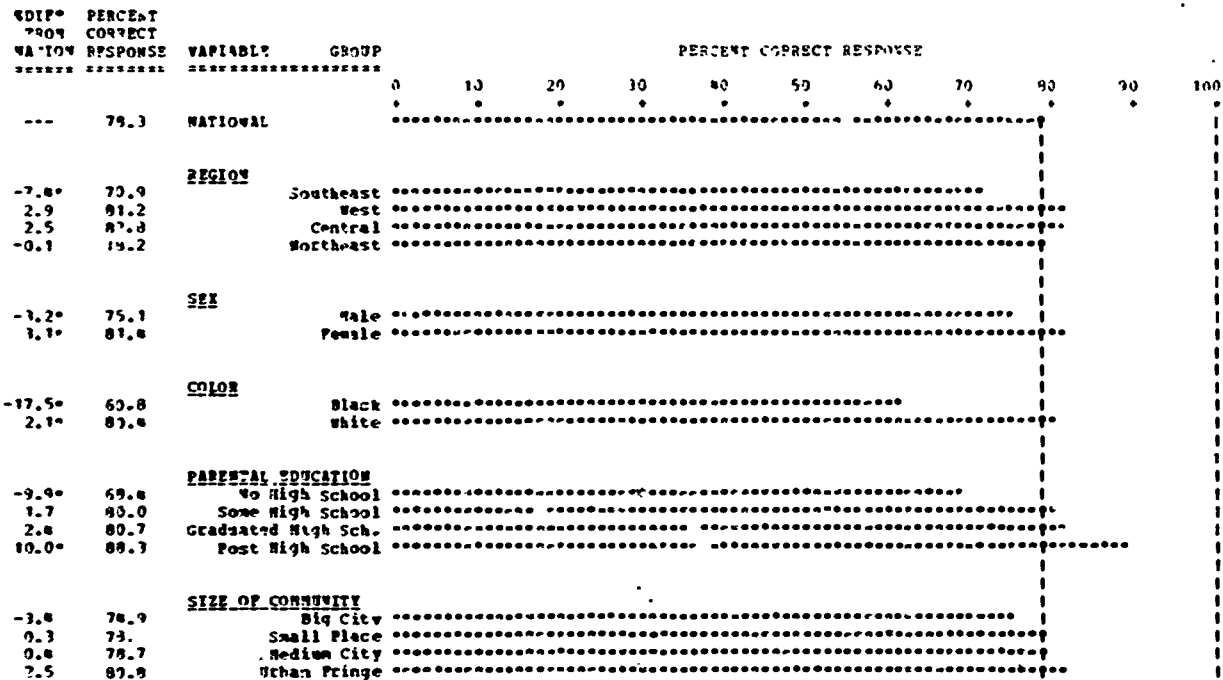


### Exhibit 37. Correct Responses, Age 17





### Exhibit 38. Correct Responses, Adults



#### Results for 13-Year-Olds

Two 13-year-olds in three selected "Adam's," the correct answer. The next most popular choice was "Noah's," which 15% selected.

Exhibit 36 reveals that in four variable groups, slightly higher percentages chose the correct answer. The results for Whites, the Central region, and the medium-city group were 3 to 5 points higher than the national figure. The post-high-school group's percentage was 11 points above the nation's.

The Southeast and the two lower parental education groups' percentages were 8 to 12% below the nation's. The Black difference was -17%--in other words, only half the Blacks selected the correct answer.

#### Results for 17-Year-Olds

Eight out of 10 teenagers correctly selected "Adam's" (Exhibit 37). The proportion was 2 to 6 points greater for three groups (the Northeast, Whites, and the post-high-school group) and 6 to 16 points less for four groups (the Central region, Blacks, and the two lowest parental education groups).

### Results for Adults

Seventy-eight percent of the adults answered correctly (Exhibit 38). The proportion was almost 9 out of 10 in the post-high-school group. The Southeast region's percentage was 7 points lower than the nation's, the no-high-school group's was 10 points lower, and the Black figure was almost 18 points lower.

### Age Comparisons

The only group performances that were consistent across all ages were these: Whites and the post-high-school group displayed greater than national percentages, while Blacks and the no-high-school group registered results 16 to 18 points lower than the nation's at each age.

# Exercise R329A

Ages 13, 17, Adult  
Objective IB

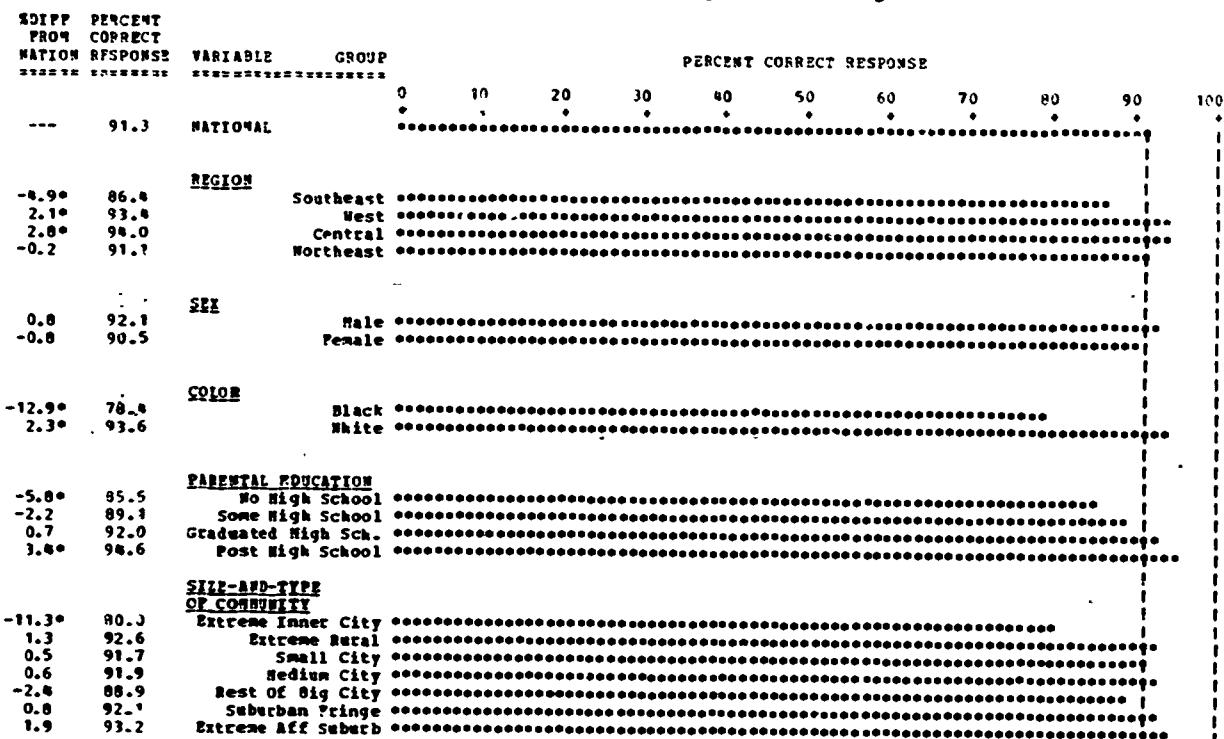
Each of the sentences below has a blank space, indicating that a word or set of words has been omitted. Beneath the sentence are four words or sets of words. These are the names of figures in myths, legends, or famous literary works. You are to choose the one word or set of words which, when inserted in the sentence, BEST fits in with the meaning of the sentence as a whole. Fill in the oval beside the word or phrase that you think best.

"Our brand of blue jeans needs a name that will make people think of a clever, imaginative country boy, one whom all boys like, who gets into trouble but always gets out."

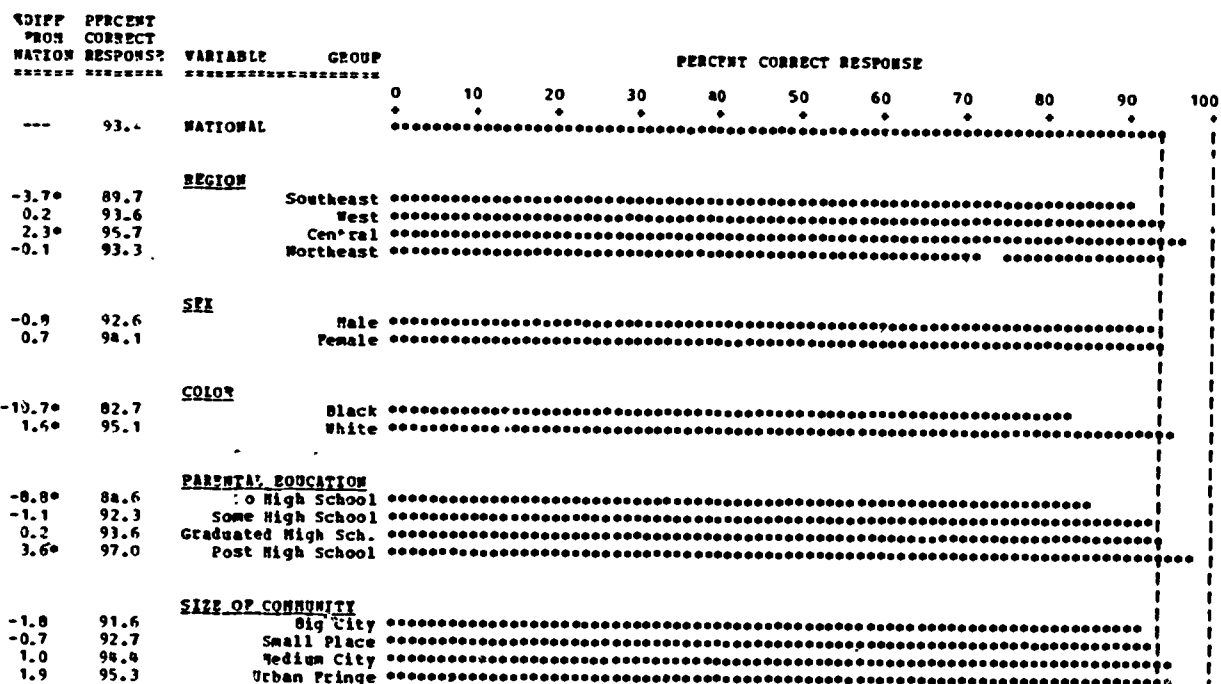
"I know the perfect name: \_\_\_\_\_."

<u>Age 13</u>	<u>Age 17</u>	<u>Adult</u>	
4.1%	3.4%	4.0%	<input type="radio"/> Billy Budd
1.3	1.1	.6	<input type="radio"/> Holden Caulfield
.9	.5	.7	<input type="radio"/> Lord Fauntleroy
91.3	93.4	91.9	<input checked="" type="radio"/> Tom Sawyer
2.2	1.2	1.5	<input type="radio"/> I don't know.
.2	.2	1.1	No response

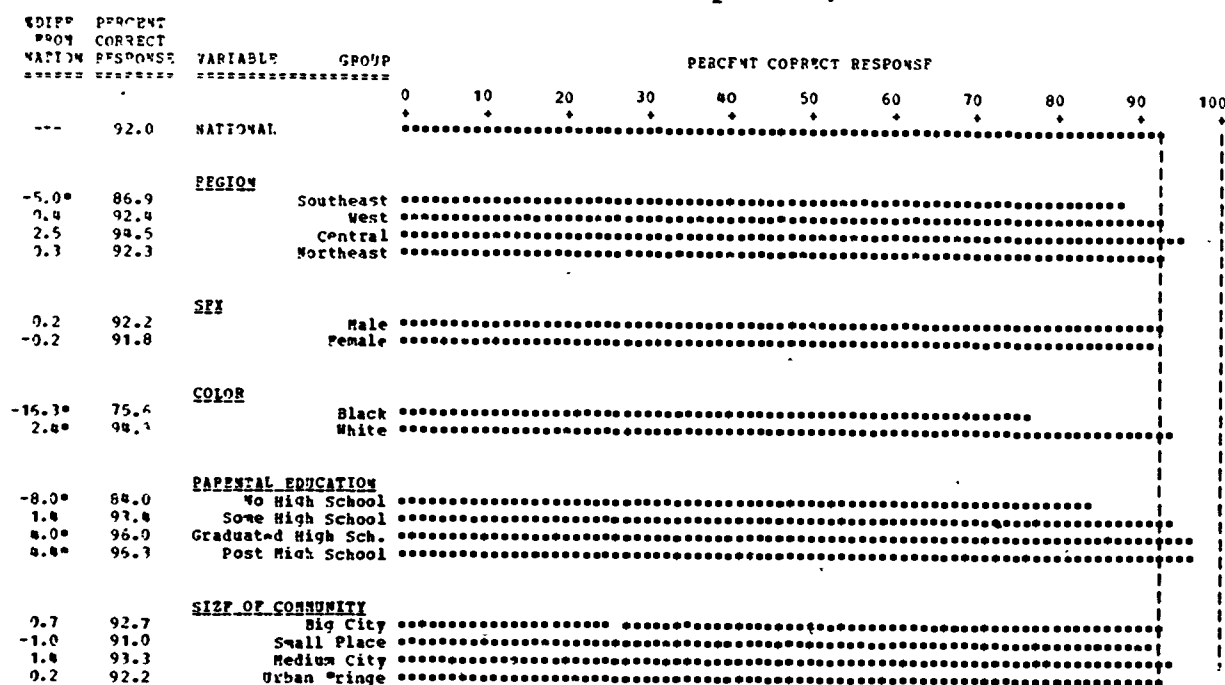
### Exhibit 39. Correct Responses, Age 13



### Exhibit 40. Correct Responses, Age 17



### Exhibit 41. Correct Responses, Adults



### Results for 13-Year-Olds

Ninety-one percent of the 13-year-olds identified the allusion to Tom Sawyer (Exhibit 38). Two regions--the West (93%) and Central (94%)--together with Whites (94%) and the post-high-school parental education group (95%) showed significantly higher results. On the other hand, significantly lower percentages of success appeared for the Southeast (86%), Blacks (78%), the extreme-inner-city group (80%), and the no high-school parental education group (86%).

### Results for 17-Year-Olds

For this exercise all but 7% of the 17-year-olds furnished a correct answer (Exhibit 40).

Six groups displayed results which varied significantly from the national percentage. Three groups--the Central (96%), Whites (95%), and the post-high-school group (97%)--had results which were higher than the national figure. Significantly lower results appeared for the Southeast (90%), Blacks (93%), and the no-high-school parental education group (85%).

### Adult Results

Ninety-two percent of the adults identified the allusion (Exhibit 41). There were two groups which had results significantly higher: Whites (94%) and the post-high-school parental education group (96%). On the other hand, lower percentages appeared in three other groups: the Southeast (87%), Blacks (76%), and the no-high-school parental education group (84%).

### Age Comparisons

All three age levels had high national percentages of success ranging from 91% at age 13 to 93% at age 17 and 92% at the adult level.

Nearly all significant results overlapped across two or more age levels. This was especially true for results which were lower than the national figure. For example, at all three age levels there were significantly lower results for the Southeast, Blacks, and the no-high-school parental education group. Higher than national results, on the other hand, were posted at all age levels by Whites and the post-high-school parental education group.

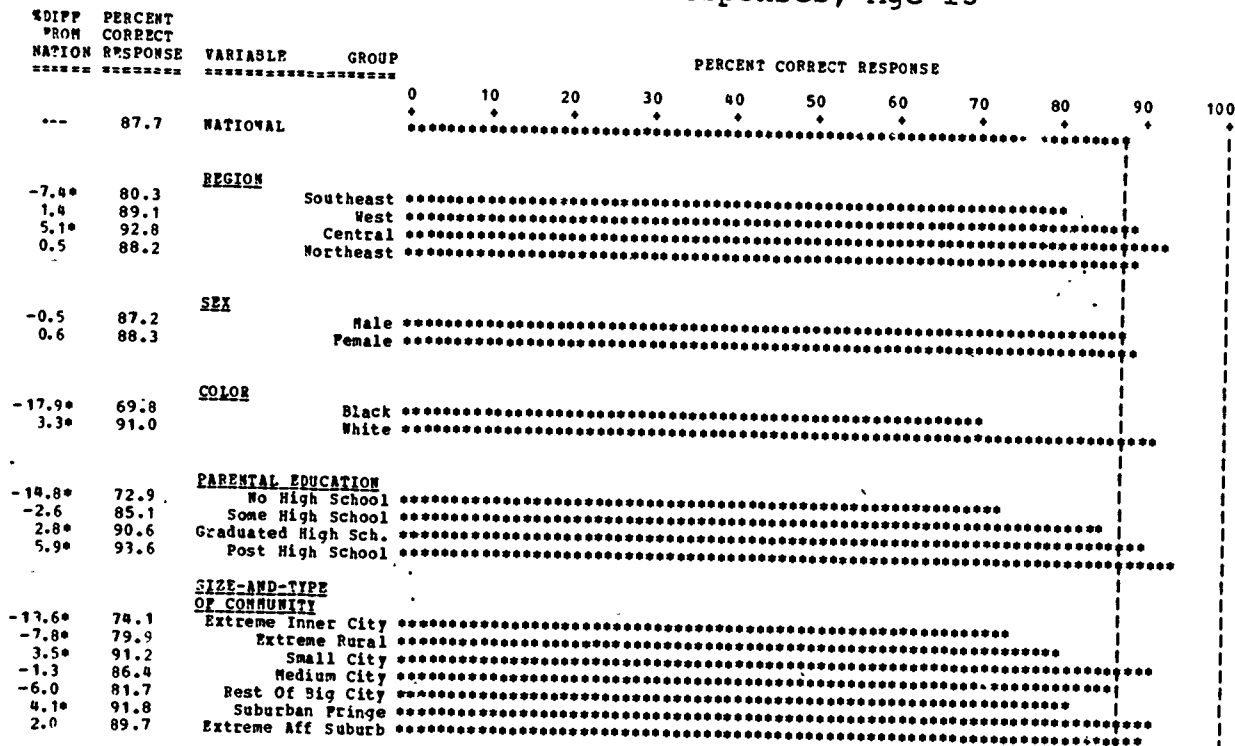
# Exercise R329B

Ages 13, 17, Adult  
Objective IB

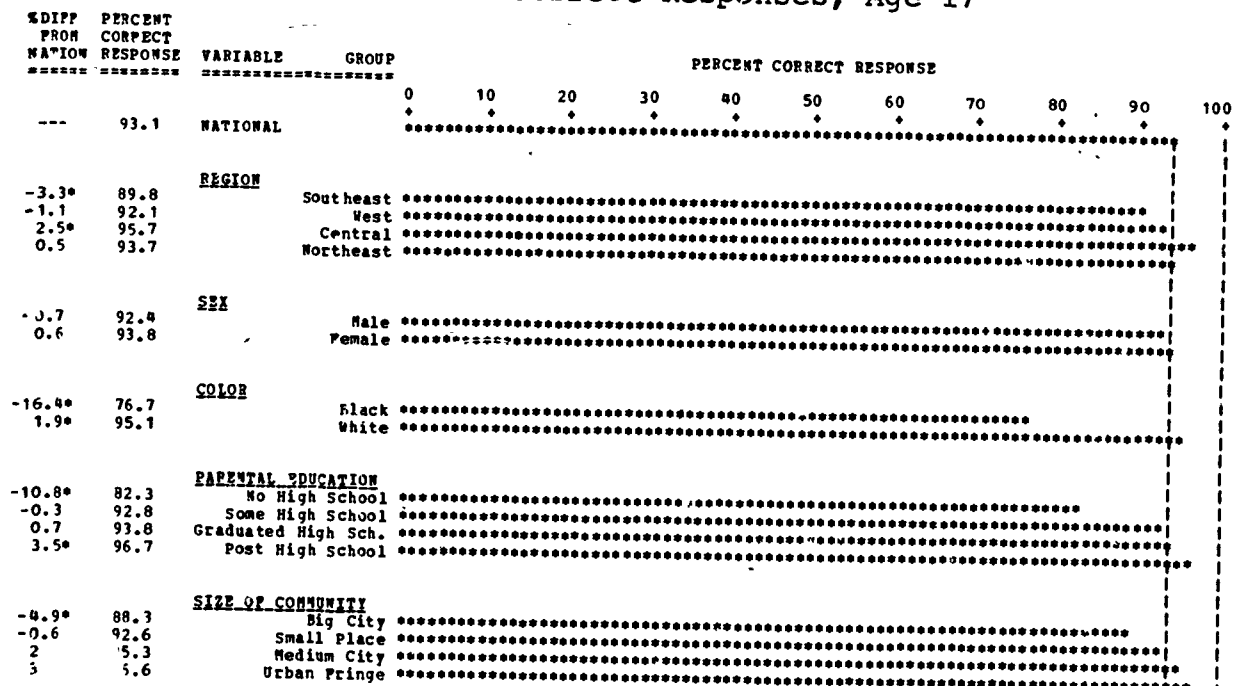
Like old \_\_\_\_\_, the ranger took squirrels, raccoons, foxes, rabbits, and any other animals he could find into his boat and carried them to safety.

<u>Age 13</u>	<u>Age 17</u>	<u>Adult</u>	
3.3%	1.7%	1.1%	<input type="radio"/> Abraham
3.7	2.0	2.1	<input type="radio"/> David
.1	1.6	2.2	<input type="radio"/> Jonah
87.7	93.2	92.1	<input checked="" type="radio"/> Noah
2.9	1.5	1.5	<input type="radio"/> I don't know.
2.3	1.3	1.1	No response

### Exhibit 42. Correct Responses, Age 13

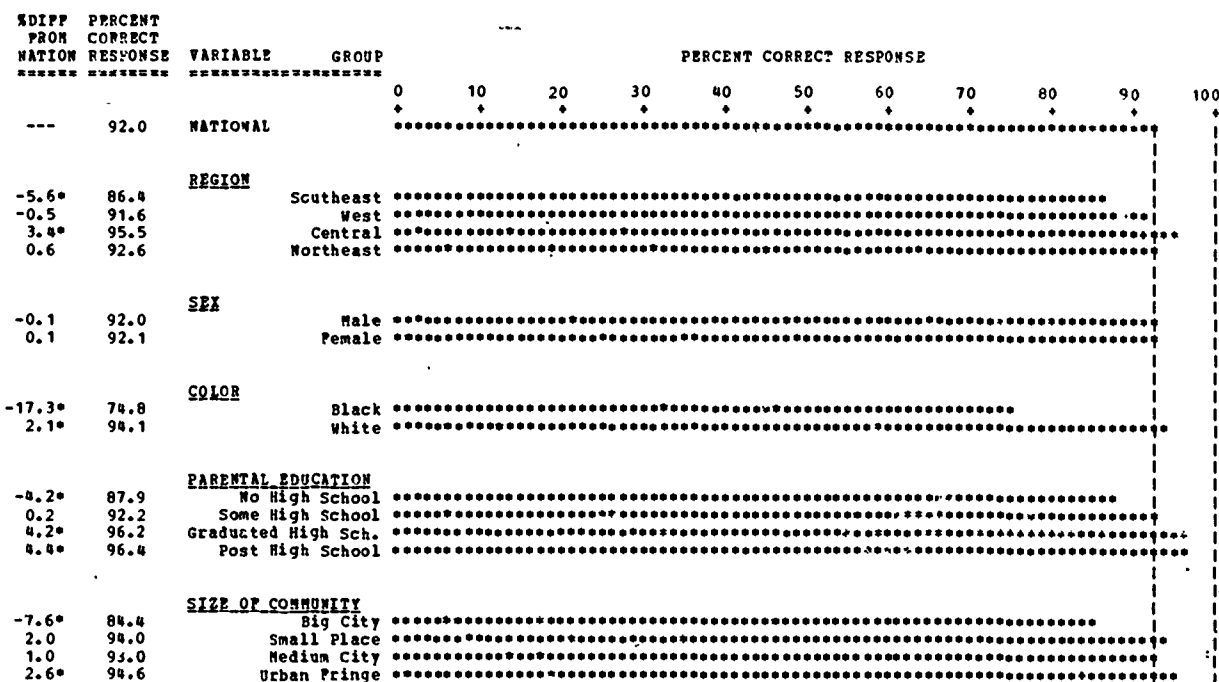


### Exhibit 43. Correct Responses, Age 17





### Exhibit 44. Correct Responses, Adults



#### Results for 13-Year-Olds

Eighty-eight percent of the students selected the correct answer, "Noah" (Exhibit 42).

The six groups which exceeded this percentage did so by 3 to 6 points. The five groups below the national figure were from 7 to 15 points below, the lowest correct response rate being about 70%.

#### Results for 17-Year-Olds

More than 9 out of 10 17-year-olds recognized the allusion to Noah (Exhibit 43). Five group percentages were slightly above the 93% level and four were below it. The lowest percentage was 77% (Blacks), the highest was 97% (the post-high-school and big-city-fringe groups).

#### Results for Adults

Correct responses were furnished by 92% of the adults (Exhibit 44). No incorrect answer received more than 2% of the total responses. The third answer--"Jonah"--was the most popular incorrect choice.

Nine out of 16 groups showed results which were significantly higher or lower than the national figure. Those above the national

percentage of success included the Central region (96%), Whites (94%), the big-city-fringe group (95%), and the two higher parental education groups. The Southeast (86%), Blacks (75%), the big-city-fringe (84%), and the no-high-school (88%) groups were significantly below the nation as a whole.

#### Age Comparisons

National results were high at all age levels. As has been true with previous allusion exercises, there was a great deal of overlapping for significant results. For example, Central, White, and post-high-school groups were above the national percentage at all three ages. On the other hand, at the three age levels, Southeastern, Black, and no-high-school parental education groups achieved results significantly lower than the nation as a whole.

The difference between the highest and lowest parental education groups seemed to lessen with each succeeding age group.

# Exercise R329C

Ages 13, 17, Adult  
Objective IB

They called the boxer Kid \_\_\_\_\_, because he seemed to be strong, handsome, and above all, noble and pure in the way he refused to mix with gangsters and women.

<u>Age 13</u>	<u>Age 17</u>	<u>Adult</u>	
8.5%	4.9%	3.5%	<input type="radio"/> Arthur
41.1	60.8	75.0	<input checked="" type="radio"/> Galahad
23.6	18.8	12.5	<input type="radio"/> Lancelot
5.2	3.6	.7	<input type="radio"/> Mordred
21.3	11.6	7.2	<input type="radio"/> I don't know.
.2	.2	1.1	No response

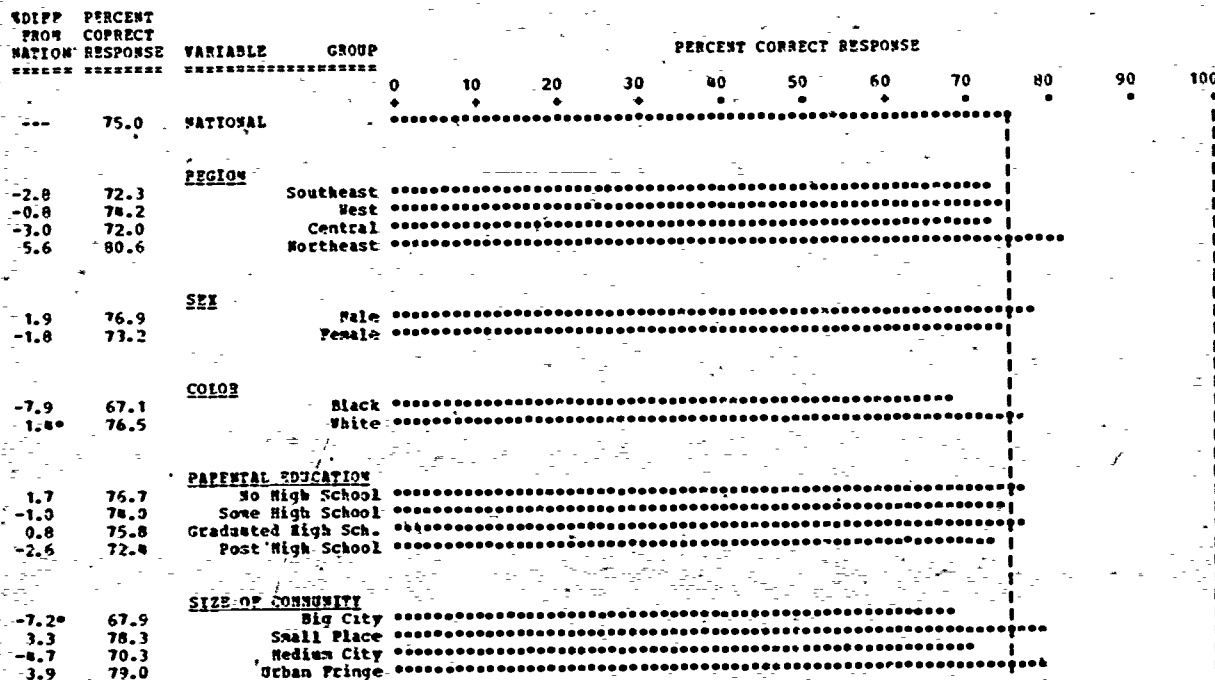
### Exhibit 45. Correct Responses, Age 13

SDIFF FROM NATION	PERCENT CORRECT RESPONSE	VARIABLE	GROUP	PERCENT CORRECT RESPONSE
-----	-----	-----	-----	0 10 20 30 40 50 60 70 80 90 100
---	41.1	NATIONAL		.....
		REGION		
0.5	41.6		Southeast	.....
0.2	41.3		West	.....
5.3*	46.4		Central	.....
-7.0*	34.1		Northeast	.....
		SEX		
2.8*	43.9		Male	.....
-2.9*	38.2		Female	.....
		COLOR		
6.8*	47.9		Black	.....
-1.1*	40.0		White	.....
		PARENTAL EDUCATION		
1.3	42.4		No High School	.....
10.2*	51.3		Some High School	.....
1.5	42.6		Graduated High Sch.	.....
-2.4	38.7		Post High School	.....
		SIZE-AND-TYPE OF COMMUNITY		
11.2*	52.3		Extreme Inner City	.....
9.8	50.0		Extreme Rural	.....
-2.8	38.4		Small City	.....
-4.6	36.5		Medium City	.....
-0.2	40.9		Rest Of Big City	.....
1.6	42.7		Suburban Fringe	.....
-0.1	41.1		Extreme Aff Suburb	.....

### Exhibit 46. Correct Responses, Age 17

SDIFF FROM NATION	PERCENT CORRECT RESPONSE	VARIABLE	GROUP	PERCENT CORRECT RESPONSE
-----	-----	-----	-----	0 10 20 30 40 50 60 70 80 90 100
---	60.8	NATIONAL		.....
		REGION		
3.4	64.2		Southeast	.....
0.2	61.0		West	.....
-0.1	60.7		Central	.....
-2.7	58.1		Northeast	.....
		SEX		
3.6*	64.4		Male	.....
-3.2*	57.6		Female	.....
		COLOR		
-4.6	56.2		Black	.....
0.6	61.4		White	.....
		PARENTAL EDUCATION		
-4.2	56.6		No High School	.....
13.3*	74.1		Some High School	.....
-0.5	60.2		Graduated High Sch.	.....
-2.6	58.2		Post High School	.....
		SIZE OF COMMUNITY		
-3.9	56.9		Big City	.....
-0.1	60.6		Small Place	.....
3.6	64.3		Medium City	.....
0.8	61.6		Urban Fringe	.....

### Exhibit 47. Correct Responses, Adults



### Results for 13-Year-Olds

Slightly more than two-fifths of the 13-year-olds supplied the desired answer "Galahad," (Exhibit 45). Of particular interest are the five groups which achieved significantly higher results than the nation as a whole. With a percentage of success 7 points above the national figure, Blacks reversed their usual position relative to the national results. Two more groups--extreme inner city (52%) and some high school parental education (51%)--also reversed their trend by attaining results higher than the national level. Males (44%) and the Central region (46%) also exceeded the national figure. With one exception, significantly lower results were not nearly as startling. For the first time in Theme 3, Whites (40%) posted results which were lower than the national percentage. In addition, the Northeastern group (34%) and females (33%) were notably below the national percentage of success.

It is impossible to determine why this exercise produced such unusual results. One explanation might be that larger proportions of people in the groups which normally do better than the nation selected "Lancelot," probably because it was more familiar to them. This was true for the affluent-suburb group (35% selected Lancelot) but not for the others. Another possibility is that the Black and inner city children suspected there would never be a boxer named

"Kid Arthur," "Kid Mordred," or "Kid Lancelot" and arrived at the correct answer by a process of elimination.

### Results for 17-Year-Olds

The pattern which appeared at age 13 did not exactly reappear at this age. However, the some-high-school group's percentage was still far in advance of the national percentage of 61% and males still demonstrated an advantage over females (Exhibit 46). There were no color, size of community, or regional variations, a fact which is in itself unusual.

### Adult Results

Exactly three-fourths of the adults selected the correct response to the exercise. Interestingly, 14 out of the 16 adult groups also achieved results which closely paralleled the national percentage of success. Only Whites (1 percentage point above the national figure) and the big-city DOC group (7 percentage points below the national figure) showed any significant variation from the nation as a whole.

### Age Comparisons

Results at all three ages were unusual compared to the results on most literature exercises. It is seldom that one finds the inner-city group, Blacks, and the lowest parental education group besting the national percentage or equalling it over three age levels. It is also rare to find the some-high-school group performing as it did on this exercise. Since it is unlikely that many people know the Arthurian legends well enough to distinguish between Lancelot and Galahad (both were strong, handsome, and noble, after all), it is reasonable to suppose that the exercise did not really measure knowledge of these figures; instead, it probably measured sensitivity to the name most appropriate for a boxer and most similar to the name of a real boxer, Kid Gavilan.

### Exercise R330B

Age 17  
Objective IB

Each of the sentences below has a blank space indicating that a word has been omitted. Beneath the sentence are four words. These are the names of figures of myths, legends, or famous literary works. You are to choose the one word which, when inserted in the sentence, BEST fits in with the meaning of the sentence as a whole. Fill in the oval beside the word that you think is best.

And let fair \_\_\_\_\_, that is Queen of Love,  
With her heart-quelling song upon you smile.

Age 17

4.2% ☐ Ceres

19.2 ☐ Diana

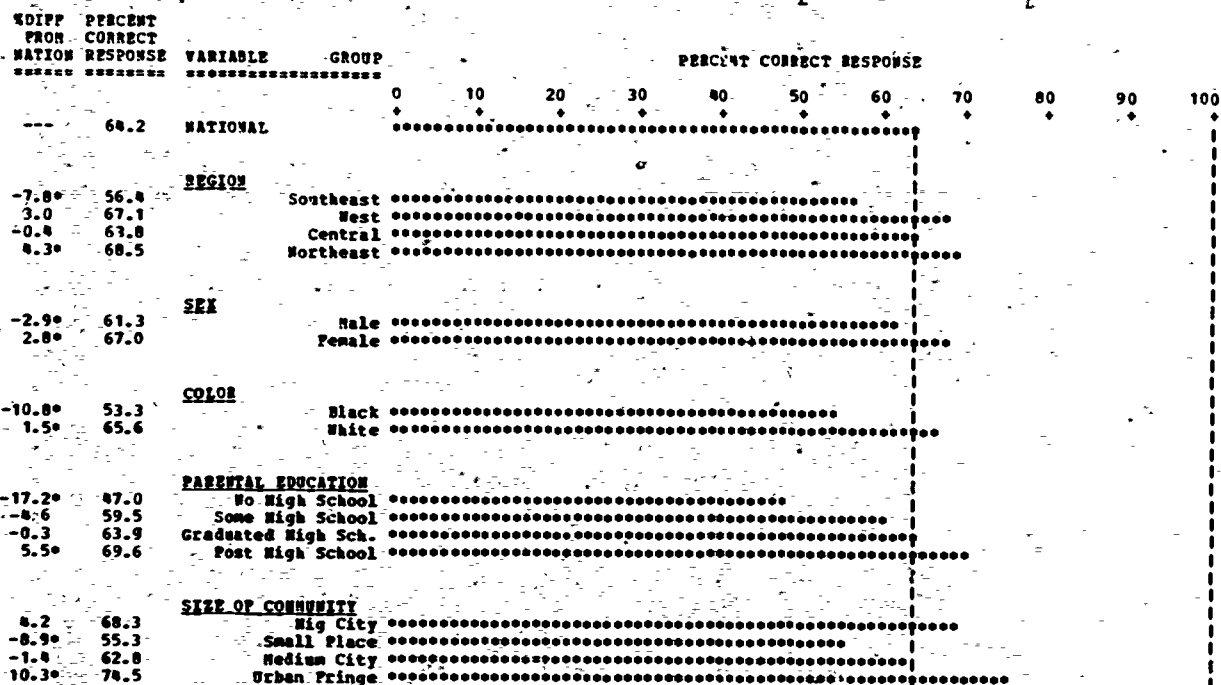
2.9 ☐ Juno

64.2 ☒ Venus

8.9 ☐ I don't know.

.6 No response

# Exhibit 48. Correct Response



To successfully answer this exercise, 17-year-olds had to know that "Queen of Love" alluded to Venus. Sixty-four percent of them correctly selected "Venus" while 19% chose "Diana." Another 9% simply selected "I don't know."

Group results indicated considerable variability in response. The Northeastern group, males, Whites, and the post-high-school group were all 2 to 6 points above the national percentage. The big-city-fringe group's percentage was over 10 points greater than the nation's. The southeasterners, males, Blacks, and the small-place groups were all 3 to 11 points beneath the national level, but the no-high-school group's difference was -17%.



Exercise R330C

Age 17  
Objective IB

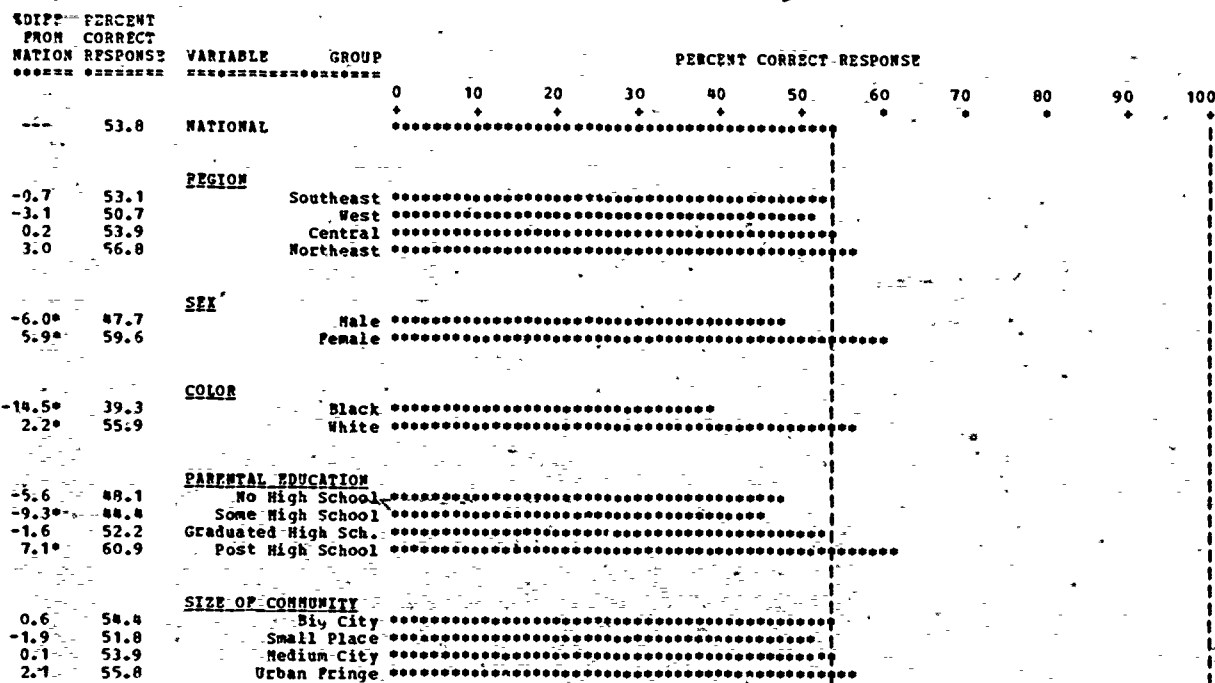
For Adoration \_\_\_\_\_ Psalms

Lift up the heart to deeds of alms.

Age 17

- |      |                                  |               |
|------|----------------------------------|---------------|
| 2.9% | <input type="radio"/>            | Aaron's       |
| 53.8 | <input checked="" type="radio"/> | David's       |
| 9.9  | <input type="radio"/>            | Joshua's      |
| 8.4  | <input type="radio"/>            | Samuel's      |
| 24.3 | <input type="radio"/>            | I don't know. |
| .7   |                                  | No response   |

### Exhibit 49. Correct Responses



In this exercise, the reader had to connect David with the Psalms. Fifty-four percent of the 17-year-olds achieved success on the exercise, while one-fourth of them selected "I don't know" or made no response.

No regional or size of community groups posted any significant results; however, there were a total of six significant groups in the other variable categories. Whereas Whites (56%), females (60%), and the post-high-school parental education group (61%) had results significantly higher than the national figure, males (48%), Blacks (39%), and the some-high-school group (44%) attained percentages of success that were lower than the nation's.

## CHAPTER 5

### RECOGNITION OF SPECIFIC LITERARY NAMES

In each of the exercises presented in this chapter, 9-year-olds were asked if they recognized a literary figure. If they replied affirmatively, they were asked to say something about the figure. There were three kinds of adequate descriptions: those which were very specific and accurate, those which were vague but indicated that the child probably knew the literary figure, and those in which the student mentioned that he obtained his knowledge from a non-literary source (television, movies, etc.). Inadequate responses were either too vague or flatly incorrect. Each graph presents the percentages for all adequate descriptions of the literary figure.

Exercise R331E

Age 9  
Objective IB

Have you ever heard of Cupid?

49.8% ☐ Yes

49.6 ☐ No

.7 ☐ No response

Can you tell me something about him?

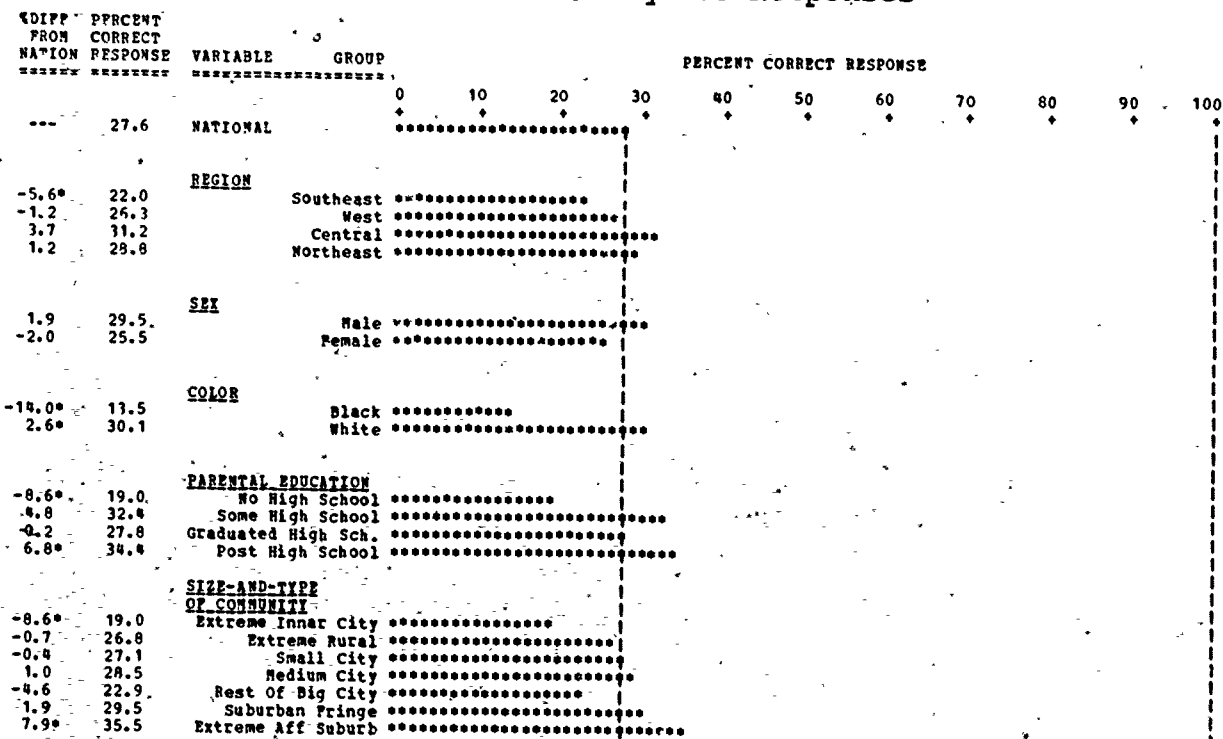
27.6% Adequate Description

56.5 Inadequate Description

13.1 I don't know.

2.9 No response

### Exhibit 50. Adequate Responses



About half the 9-year-olds said they had heard of Cupid. However, only half of those provided unambiguous descriptions and many of them (12%) were of Santa's reindeer. Only 13% of all the descriptions were about the cupid of mythology (22% in the affluent suburb group).

Exhibit 50 reveals that the Southeastern group, the Blacks, the no-high-school group and the inner-city group all had percentages ranging from 6 to 14 points below the national percentage of adequate descriptions. Since fewer people in each group replied "yes" to the first question, this is not surprising.

Greater than national percentages of children in the post-high-school parental education group (34%) and the extreme-affluent-suburb group (36%) adequately described Cupid. Below are some sample responses.

#### SAMPLE RESPONSES TO "CUPID"

##### Acceptable

- He shot Daphne with an arrow.
- He was the god of love.

He goes around shooting bows and arrows on Valentine's Day, or  
one of Santa's reindeers.  
He shoots arrows through hearts.  
He shoots arrows at you. When he shoots the arrow he makes you  
fall in love.  
On Valentine's Day he was supposed to hit someone with a love  
arrow.  
He shot arrows at people. When he hit people with golden arrows  
they fell in love. When he hit people with silver arrows,  
they had hate.  
He was an angel who shot arrows in the air. He was like a love  
angel.  
An angel of love.  
Shoots arrows to make people love each other.  
He had arrows. An arrow for hate and one for love.  
He was the Prince of Love. Carries a bow and arrow. Supposed to  
be a symbol of St. Valentine's Day.  
He shoots arrows.  
Hang him on windows on St. Valentine's Day.  
It's one of those angels, something like that. All it has is  
shooting an arrow.  
He is one of Santa's reindeer.  
About the reindeers. He was a reindeer on Santa's sleigh in a  
book about the night before Christmas.  
He's a reindeer that flies with Santa Claus on his golden sleigh  
and land on your roof with presents, only I don't believe  
all that.  
He was one of the reindeer.  
He is the second deer of the reindeer.  
Only in Rudolph the Red Nosed Reindeer. Cupid was Rudolph's  
father.

#### Unacceptable

It's like an angel.  
About a woman who tries to scare a little girl tries to kill his  
daddy.  
Cupid was a man who lived on earth. I don't remember anything  
more.  
It's by the moon - the moon.

**Exercise R331I**

**Age 9**  
**Objective IB**

**Have you ever heard of an ogre?**

**25.3%**    ☐ **Yes**

**74.0**    ☐ **No**

**.7**    ☐ **No response**

**Can you tell me something about one?**

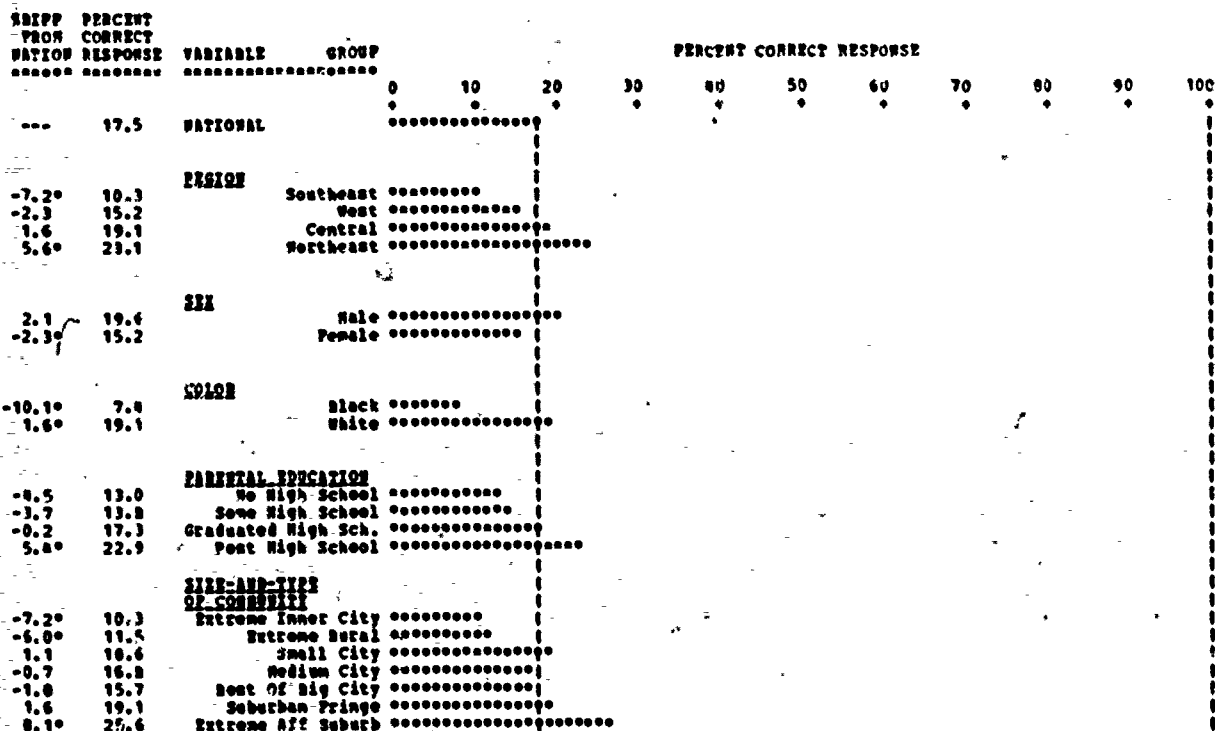
**17.5%**    **Adequate Descriptions**

**78.8**    **Inadequate Descriptions**

**2.2**    **I don't know.**

**1.5**    **No response**

### Exhibit 51. Adequate Responses



Twenty-five percent of the children said they had heard of an ogre and about two-thirds of them (17.5%) provided adequate descriptions.

Most of the groups posted significant results, a common occurrence whenever results are rather low. Five groups achieved percentages of success significantly higher than the national figure--the Northeast (23%), males (20%), Whites (19%), the post-high-school parental education group (23%), and the extreme-affluent-suburb group (26%). An equal number of groups had significantly lower results--the Southeast (10%), females (15%), Blacks (7%), the extreme-inner-city (10%), and the extreme-rural group (12%).

Following are some sample responses:

#### SAMPLE RESPONSES TO "OGRE"

Acceptable

He's pretty big and he had an eye in the middle of his head. They were fierce and strong.



A big man not as big as a giant, but some of them could turn into anything they wanted.  
They are supposed to be some kind of monster.  
They're hairy and real mean and grumpy.  
It's like a giant, and it's mean and it's big.  
A big, ugly monster.  
They're masters of warlocks and witches.  
I think it's a monster.  
He's always trying to eat people.  
He's a big ugly beast.

They are supposed to be like on the Billy Goat Gruffs. They are supposed to have a big nose with warts and they are short and try to eat them (anything that passes over where they live.)

It's a guy that's mean and ugly looking.

In fairy tales people have to slay the ogres who guard the castles.

It's that old hairy thing that lives under the bridge.

They're ugly.

It's like a giant that usually carries a club.

Bad man who does bad things.

I the Three Billy Goat Gruffs there were 3 goats that wanted to cross the bridge and he wouldn't let them.

#### Unacceptable

He's a man who don't like little girls.

You make butter in it.

Sort of an old guy.

It's sort of like cottage cheese and you eat it.

He tried to get the 3 pigs. He came down the chimney and he fell in the pot.

Some kind of bear.

A frog.

It's an animal. He hibernates in the winter and has a fur coat.

Exercise R332C

Age 9  
Objective IB

Have you ever heard of Thor?

- 17.0% ☐ Yes  
82.4 ☐ No  
.6 ☐ No response

Can you tell me something about him?

- 6.7% Adequate Description  
87.3 Inadequate Description  
3.1 I don't know.  
2.8 No response

## Exhibit 52. Adequate Responses

DIFF FROM NATION	PERCENT CORRECT RESPONSE	VARIABLE	GROUP	PERCENT CORRECT RESPONSE										
-----	-----	-----	-----	0	10	20	30	40	50	60	70	80	90	100
---	6.7	NATIONAL		.....										
		REGION												
-1.8	4.9		Southeast	.....										
2.2	8.9		West	.....										
0.3	7.0		Central	.....										
-0.5	6.2		Northeast	.....										
		SEX												
3.0*	9.7		Male	.....										
-3.2*	3.6		Female	....										
		COLOR												
-2.0	4.7		Black	.....										
0.4	7.1		White	.....										
		PARENTAL EDUCATION												
-5.2*	1.5		No High School	..										
-8.6*	2.1		Some High School	..										
1.7	8.4		Graduated High Sch.	.....										
3.5*	10.3		Post High School	.....										
		SIZE-AND-TYPE OF COMMUNITY												
2.1	8.8		Extreme Inner City	.....										
-4.5*	2.2		Extreme Rural	..										
-2.3*	4.4		Small City	.....										
-1.6	5.1		Medium City	.....										
1.0	7.8		Rest Of Big City	.....										
5.3*	12.1		Suburban Fringe	.....										
2.8	9.5		Extreme Aff Suburb	.....										

A relatively small percentage (17%) of students indicated they had heard about Thor. An even smaller percentage (7%) could offer an adequate description of Thor. Interestingly enough, only 3% said "I don't know" while 87% attempted descriptions.

The regional and color variable groups showed no significantly different percentages of success. However, there were eight significant group results within the other variable categories. Included were the suburban fringe, which had the highest percentage of success (12%) and the no-high-school parental education category with the lowest (2%). While male (10%), and the post-high-school parental education (10%) groups achieved results significantly greater than the national figure, females (4%), the some-high-school parental education (5%), extreme-rural (2%), and small-city (4%) groups were notably below the nation as a whole.

### SAMPLE RESPONSES TO "THOR"

#### Acceptable

He was in a book. A giant or whatever. They took his hammer. He had a big hammer and when he swung it he made lightning.

He lost his hammer so he couldn't keep Frost giants away. Thor lost his hammer and the Frost giant found it. Thor had a bird and the bird tried to get the hammer back for Thor. He has a hammer and when he raises it, it goes wherever he wants it to.

On TV he was the God of Thunder. He got 4 sheets that take him where he wants to go. They say he was the god of thunder. He was on a cartoon. He had a magic hammer.

He was a fighter. He didn't like some other kind of king and he always fought against him. Thor didn't have a kingdom like the other king. He was a great man who lived long ago. He wanted to rule the world but he always got held back. He never got to win the world. He was a Viking.

#### Unacceptable

He was on a cartoon on TV. He was pretty strong. In a show but not in books. In a movie. He was big and strong. That's all I remember.

I'm not sure but I think he was a king. He was a bad king, he didn't obey any of the commandments and he fought many times.

It was a cartoon. All these different characters on the TV. I thought it was fun but they must of took it off because I didn't see it no more.

I saw his name once in the Bible.

He was from Rome.

Great sports man, likes to play football, think he was from Oklahoma.

Exercise R332E

Age 9  
Objective IB

Have you ever heard of the Ugly Duckling?

88.7% ☐ Yes

11.2 ☐ No

+ ☐ No response

Can you tell me something about it?

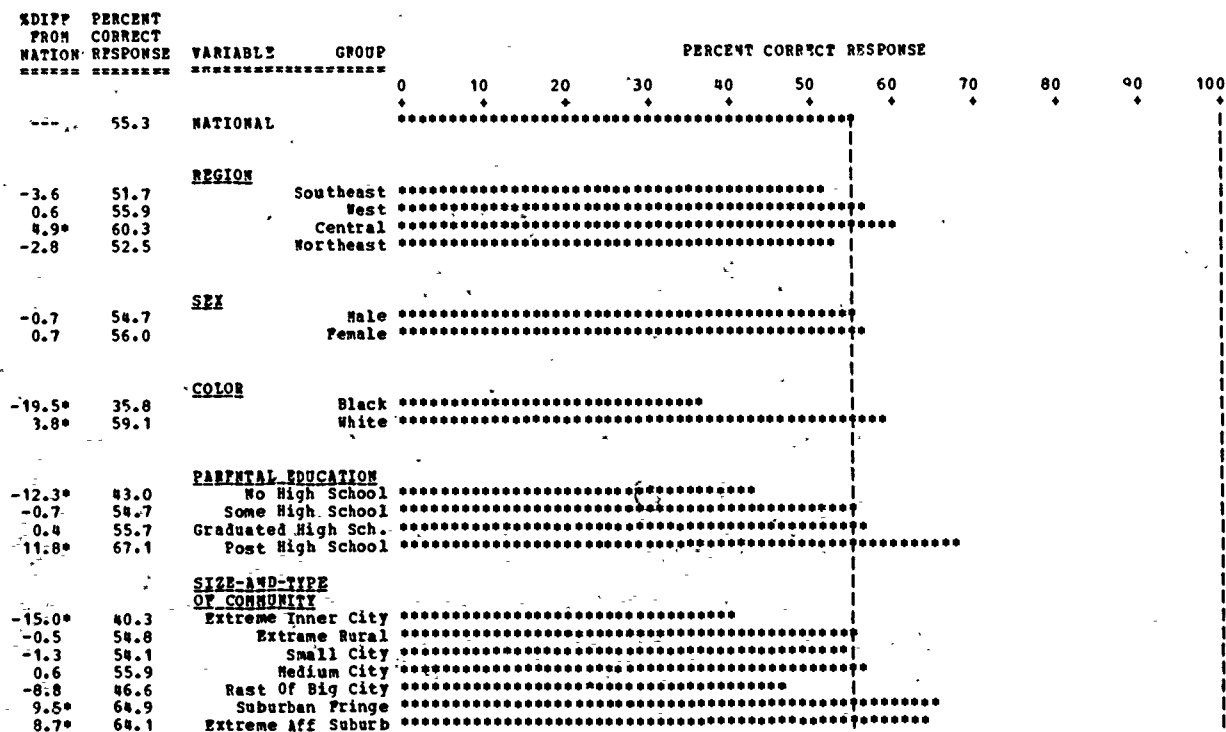
55.3% Adequate Description

32.6 Inadequate Description

7.9 I don't know.

4.1 No response

### Exhibit 53. Adequate Responses



In contrast to the two previous exercises, "Ugly Duckling" was recognized by almost 9 children out of 10. In addition, 55% of the students furnished an acceptable description of the ugly duckling.

The Central region, Whites, the affluent-suburb and suburban-fringe STOC-groups had percentages ranging from 4 to 12% above the national figure.

Smaller than national percentages of adequate descriptions were provided by Blacks and people in the no-high-school and inner-city groups.

Following are some sample responses.

#### SAMPLE RESPONSES TO "UGLY DUCKLING"

##### Acceptable

He was a little duck that growed up to be a pretty pretty duck. He was born ugly and gray. He was born in a family of ducks and he turned out to be a beautiful swan. He was born ugly so he ran away and when he returned he turned into a beautiful swan.

He changed into a swan.

When it's snowing he hides in the bushes. Some swans come over and look in the bushes. Then he looks in the pond and says, "I'm a swan."

No one liked him because he was ugly. Then he turned into a beautiful swan.

He turned into a swan. He went into this old house. I don't remember anything else.

His mother laid a big egg different from all the rest cause they were yellow. When he hatched, everyone was pushing him so he ran away. He went to a cottage with a rooster and a cow was there. He left and then a hunter was chasing him. He turned into a beautiful swan.

He was an ugly duckling when he was a little duck and when he grew up he was prettier than any of the other ducks.

At the end of the show he turned into a swan.

He grew up to be a pretty goose.

He is black and no one liked him. He tried to follow the other ducks but no one liked him.

He always swam up in ponds with the other ducks. He went to some children's house and they fed him.

He was ugly and everybody was making fun of it. I forget the rest of it.

He was the last one to hatch.

He was an ugly duck and the other ducks did not like him.

He was really ugly and didn't have any friends.

#### Unacceptable

He had polka dots all over him.

It's something like a duck.

He was born to a mother chicken and the father chicken didn't like him and he ran away from him.

It's on television.

They all say he was ugly. Then one day a man came to get them. The man wanted the duck to eat. A frog told the ugly duck to play like he was pretty and one day he played like he was pretty and the man came and got him.

He was ugly.

They have it on T.V. about ugly duckling - some stockings, and they say, "They are the prettiest legs in town."

Well, there's a commercial about it from Kroger stockings. It goes, "Ugly Ducklings - wow! wow! wow! For the prettiest legs in town sold only at Krogers for \$1.99."

When he was born he looked ugly and then he started fooling around and acting silly so they just let him go and he went out and found a mother that could adopt him.

Exercise R332G

Age 9  
Objective IB

Have you ever heard of Paul Bunyan?

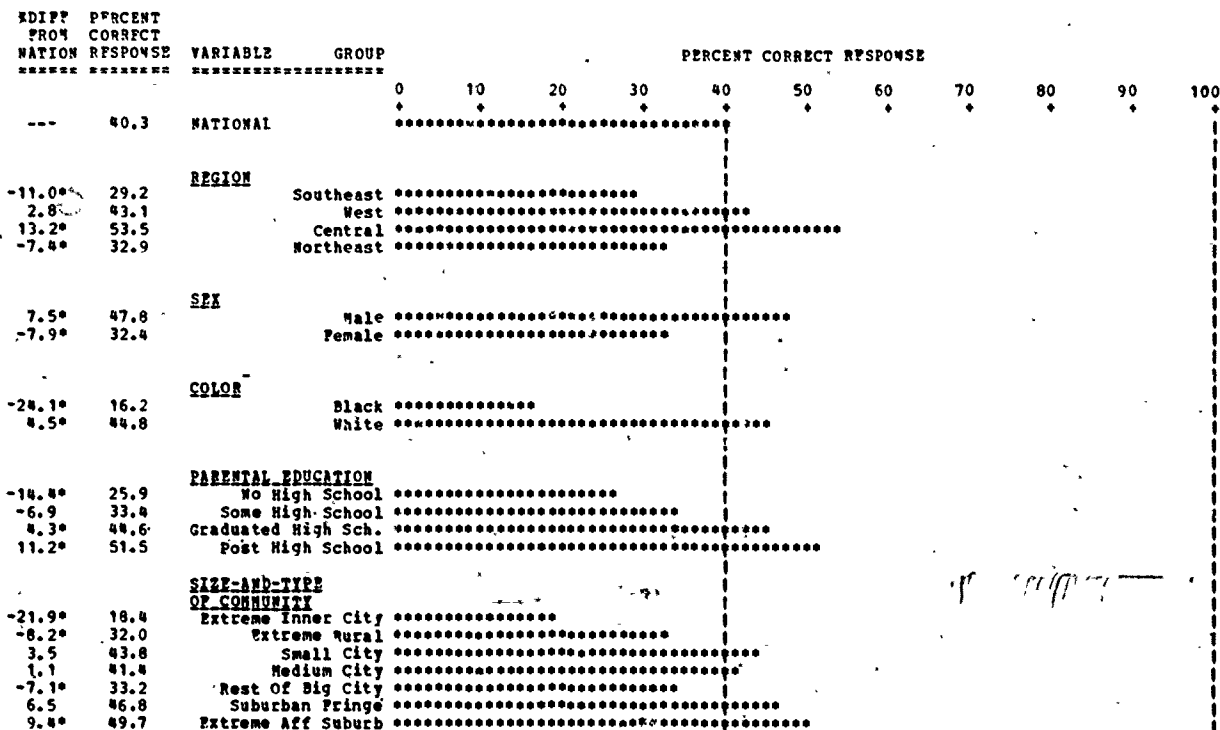
- 56.7% ☐ Yes  
42.7 ☐ No  
.7 ☐ No response

Can you tell me something about him?

- 40.3% Adequate Descriptions  
47.7 Inadequate Descriptions  
8.2 I don't know.  
3.8 No response



### Exhibit 54. Adequate Responses



When asked "Have you ever heard of Paul Bunyan," 57% of the 9-year-olds responded positively. In turn, 40% (about two-thirds) gave an adequate description of the American folk hero. Correct answers seemed to concentrate upon his size. On the other hand, in unacceptable responses he was often confused with Paul Revere, e.g., "He's the guy that told everybody the British was coming."

Group percentages of success showed a fairly wide range. For example, the highest significant results were posted by the Central region (over 13 percentage points above the national figure). This particular phenomenon might prompt speculation that the Central region was most familiar with Paul Bunyan because he had, as the legend goes, once resided there. At the opposite end of the percentages of success were the Blacks, with a percentage 24 points below the nation as a whole.

The males demonstrated a marked (16 points) advantage over the females. Children in the highest parental education group and in the affluent-suburb group were apparently more familiar with Bunyan than most 9-year-olds were.

Following are some sample descriptions.

SAMPLE RESPONSES TO "PAUL BUNYAN"

Acceptable

He was a big man and he had an ox and his name was Blue. Children climbed upon him at the end of the story.  
He was a giant, a logger he was. He found a ox covered with snow. He raised the ox and he became a giant ox.  
He growed to be a big man and he was a wood cutter. He had a pet cow.  
He was a lumberman. He was very tall.  
He is a tall tale. When he was a baby they had a huge rocker. Even though his parents were small, he grew to be a huge lumberjack.  
He was a big giant. He chopped down trees. He found a little thing in the snow. He took it and gave it soup. The light went out and in the morning Paul said, "Golly, that thing grew overnight." He called it Blue Ox. They chopped down trees. Blue Ox straightened out a road cause it was crooked.  
He was a tall man like a giant and he could shoot down 30 birds with just one shot and he could chop the most wood and he could pick up the most wood.  
Great big man that had a big ox and he cut down trees.  
He cleared trees in Maine. Then they came to Oregon. He found a blue cow. It cried and made the Columbia River.  
He was a giant logger.  
He's the biggest lumberjack there ever was.  
He found a great big blue ox.  
He built the Rocky Mountains - had a blue ox named Babe. He had a big saw mill - cut down trees. He was about 100 feet tall. Lots of big stories about him.

He was a giant and lived in a cabin - I think.  
He is a lumber jack.  
He was a giant.  
I believe he chopped down trees, didn't he? He was big and he had a dog.  
He is a folklore character.

Unacceptable

He's the guy that told everybody the British were coming.  
He was a hunter.  
While the British were coming, he was yelling out that the British were coming and they were surprised.

It just don't pop into my head at this time, I guess.  
I've heard of him but I don't remember nothing to say about him.

Exercise R332I

Age 9  
Objective IB

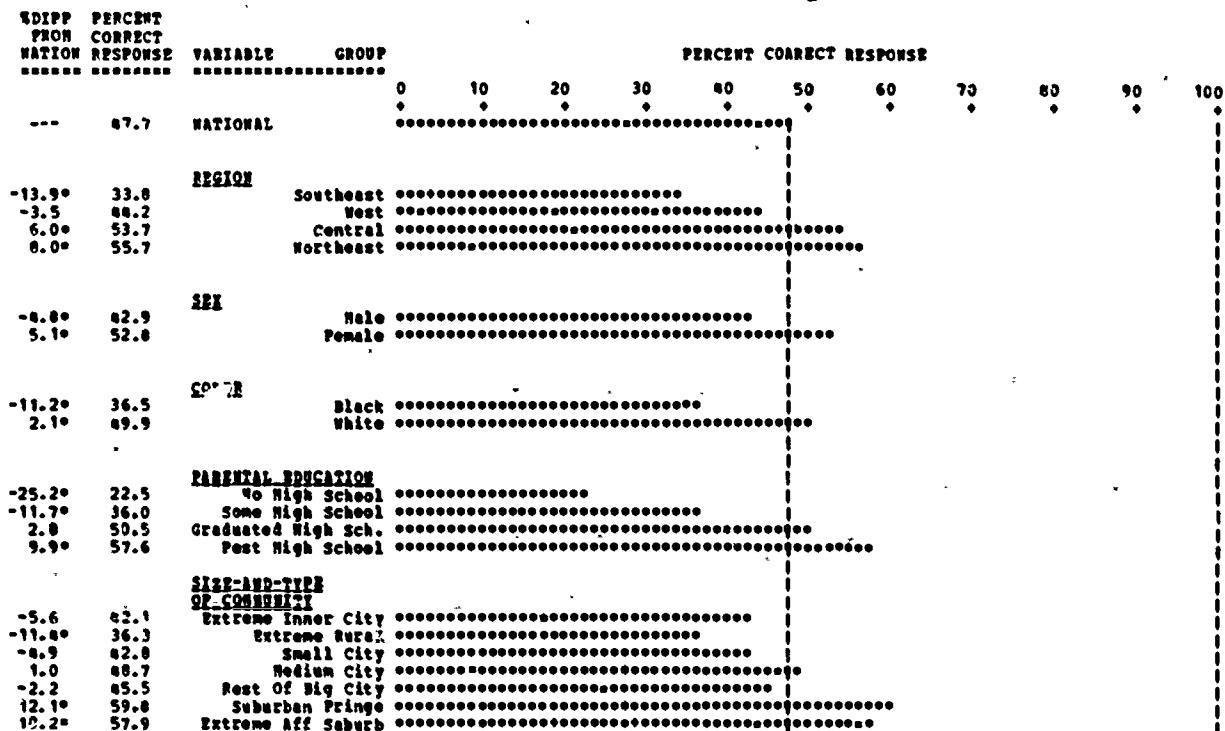
Have you ever heard of Rumpelstiltskin?

75.5% ☐ Yes  
24.4 ☐ No  
+ ☐ No response

Can you tell me something about him?

47.7% Adequate Descriptions  
35.7 Inadequate Descriptions  
11.4 I don't know.  
5.1 No response

### Exhibit 55. Adequate Responses



Slightly over three-fourths of the students said they had heard of Rumpelstiltskin. About two-thirds of those (48%) gave acceptable responses while most of the remainder attempted to offer a correct answer and 11% answered "I don't know."

Many group percentages varied significantly from the national percentage of adequate descriptions. Those differing positively ranged from 2% (Whites) to 12% (suburban fringe) above the national figure. The six negative differences ranged from -5 (males) to -25% (the no-high-school group).

Following are some sample responses to the exercise.

#### SAMPLE RESPONSES TO "RUMPELSTILTSKIN"

##### Acceptable

There was this girl and she had to spin gold for the king and he did it for her for something of hers.  
He spun straw into gold.  
In a story he helped this girl spin gold for the king. She had to give him some of her jewelry.

He was a little elf or something. He helped this girl spin hay into gold thread.

He was going to take a woman's baby if she didn't tell her his name. A man heard his name. That man told the woman his name.

He captured this girl and took her to a castle. He helped her spin straw into gold three times.

The lady was trying to get married to a prince. Then he asked her if she could make some gold. Then Rumpelstiltskin came and then he say, "I'll make the gold if you give me your baby." She had five guesses to figure out his name. She didn't know but she finally guessed it and he vanished.

A little elf like. A girl found him in the woods - the elf gave her three guesses to guess his name - 1st time she got it wrong. 3rd time her found a boy who saw the elf dancing at a fire saying his own name - she told elf his name and that was the end.

He was a little man that threaded hair into gold.

He was a magician or elf.

A little girl guesses his name.

He made this girl make straw into gold. "If you don't tell me the baby's name, I'll take him away."

#### Unacceptable

Mean old man.

He had to make something for the king. Can't think of anything else.

On a TV program. He doesn't talk.

He was a fat man and he was very short and he couldn't do much work like the other man.

He was on Walt Disney about 2 weeks ago.

He was funny.

He was a man who slept for 20 years.

Yes, he's made out of gingerbread.

He was a comedy movie star.

He went up in the mountain and some little guys came up and put him to sleep and he slept for a hundred years.

**Exercise R331I**

**Age 9**  
**Objective IB**

**Have you ever heard of Daniel Boone?**

**93.4%**    ☐ **Yes**

**6.3**    ☐ **No**

**+**    ☐ **No response**

**Can you tell me something about him?.**

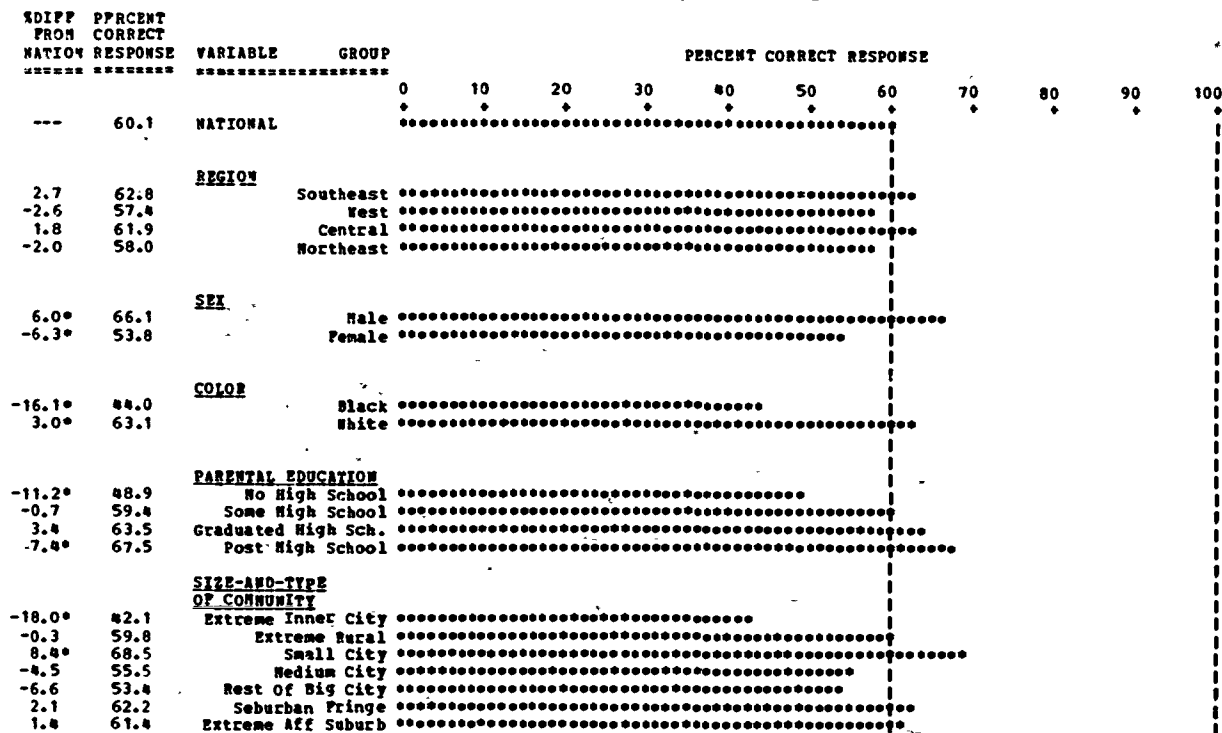
**60.1%**    **Adequate Descriptions**

**28.3**    **Inadequate Descriptions**

**6.5**    **I don't know.**

**5.2**    **No response**

### Exhibit 56. Adequate Responses



Most 9-year-olds (93.4%) indicated they had heard of Daniel Boone. About two-thirds of them (60.1%) provided adequate descriptions of the American folk hero.

In contrast to the two previously reported exercises, there were only eight groups which posted results significantly different from the national percentage of success. Groups above the national level included: males (66%), Whites (63%), the post-high-school parental education group (68%), and the small-city group (69%). On the other hand, females (54%), Blacks (44%), the no-high-school group (49%), and the extreme-inner-city group (42%), displayed percentages notably lower than the national percentage of success.

As they so often do on exercises dealing with men, the males outperformed the females. The difference between the sexes was 12 percentage points. There were no significant regional variations, but the usual color and parental education differences appeared. In the STOC groups, the inner city percentage was 18 points beneath the nation's, the small city percentage was 8 points above it.

Following are some sample descriptions of Daniel Boone.

## SAMPLE RESPONSES TO "DANIEL BOONE"

### Acceptable

He was a frontiersman and he settled part of Kentucky.  
He helped make Boonesboro. He fought off Indians.  
He fought for his country and he had a friend named Mingo trying to fight off the Indians.  
He lived in Kentucky and they named a city after him. Boonesboro.  
He had a son Israel a wife Becky, and a daughter Jeremiah.  
Hunter in Kentucky.  
He was like Davy Crockett. He lived with the Indians for a while.  
He lived to be 86.  
He knew an Indian friend and they helped each other. Wore a fur hat.  
Frontiersman who had a coonskin cap.

Well he's a hunter and he has a boy and wife and they live in log cabins and stuff. I watch it every day.

He lived in a cabin and he had two children.  
He has a long rifle and knife. He traveled all over the forest.  
He caught buffaloes and bears. He had a friend and his name was - I can't remember.  
I watch his show every day. He's a big man and he used to fight the Indians.  
He was the one who started Boonesboro.  
He was a man who fought and hunted. He saved people.  
He was hunter who fought the Indians.  
He was a good man. A scout and he lived in the forest.  
Daniel Boone was a great man. Some people saw he was a forest hunter. And I have heard some people say he was a great hero. He had lots of friends. In his early life he was a poor boy.  
He fights and has a friend named Mingo.  
He's a good woodsman. Has two children.

### Unacceptable

He was a big man and he fought for America.  
He was a big man.  
He's on television and he lives in a cabin. He was a boy.  
He has a long rifle. He lives in a ... can't think of it.  
They had Daniel Boone in this story book. He was going to marry Rebecca.  
He helps people if they're in trouble and I think he has a dog.  
He fought for America.  
He fished, hunted.  
He's pretty strong and I believe he's got a son.  
He makes noises like birds.



He has an Indian named.

Just a cowboy.

Daniel Boone was a big man.

Well I saw it on TV and I see it every week night.

I think he lived back in Washington.

He was an Indian that helped this country. That's all I know.

## CHAPTER 6

### DISGUISED MYTHS AND STORIES

The exercises discussed in this chapter approach the question of literary knowledge from a somewhat different angle. Each exercise requires familiarity with a myth or story structure that is basic to the Western literary heritage--for example, the stories of Job, Cain and Abel, Faust, and the Trojan horse. The stories have been disguised in various ways, but respondents are required to recognize them by their basic structural elements.

Each of the seven exercises was preceded by the following introduction.

You are going to be asked a question about a passage based on a famous story that has been disguised in a modern form. Study the example below.

#### Example:

As she walked through the strange part of town she was a little nervous. Then an older man, nice-looking, but a little tough, stopped her. "Where are you going, little girl?" he asked. "To take these books to my aunt on South Street," answered the little girl. But she would not let him go with her; her mother had told her to watch out for strange men.

Which one of these characters do you think the passage is based on?

- ☐ Cinderella
- ☐ Goldilocks
- ☐ Sleeping Beauty
- ☒ Little Red Riding Hood
- ☐ I don't know.

The passage is like the story of Little Red Riding Hood, so you would fill in the oval beside Little Red Riding Hood as is shown.

# Exercise R334

Ages 13, 17  
Objective IB

Old Petersen had had a good life, a good farm--the richest in the country, a happy family, a nice tidy income. Even so, he wasn't proud, just thankful. Then the locust came and ate his wheat, someone poisoned his wells, and to cap it off, his children died of diptheria. What happened, Petersen wondered, what had he done? It was enough to make a man lose his faith.

Which one of these stories do you think the passage is based on?

<u>Age 13</u>	<u>Age 17</u>		
15.3%	35.5%	<input checked="" type="radio"/>	Job
7.7	8.0	<input type="radio"/>	Exodus
6.2	5.6	<input type="radio"/>	Barabbas
42.1	27.6	<input type="radio"/>	The Fall of Man
28.5	23.1	<input type="radio"/>	I don't know.
.2	.2		No response

### Exhibit 57. Correct Responses, Age 13

DIFF FROM NATION	PERCENT CORRECT RESPONSE	VARIABLE	GROUP	PERCENT CORRECT RESPONSE										
-----	-----	-----	-----	0	10	20	30	40	50	60	70	80	90	100
---	15.3	NATIONAL		.....										
		REGION												
2.9	18.2		Southeast	.....										
-4.1	11.1		West	.....										
2.7	17.9		Central	.....										
-2.2	13.1		Northeast	.....										
		SEX												
-0.6	14.7		Male	.....										
0.6	15.8		Female	.....										
		COLOR												
-3.7	11.5		Black	.....										
0.4	15.6		White	.....										
		PARENTAL EDUCATION												
0.6	15.8		No High School	.....										
-2.4	12.9		Some High School	.....										
0.7	16.0		Graduated High Sch.	.....										
1.8	17.1		Post High School	.....										
		SIZE-AND-TYPE OF COMMUNITY												
-8.5	6.7		Extreme Inner City	.....										
12.9	28.2		Extreme Rural	.....										
0.7	15.9		Small City	.....										
1.7	17.0		Medium City	.....										
-1.6	13.7		Rest Of Big City	.....										
-3.0	12.3		Suburban Fringe	.....										
-3.5	11.8		Extreme Aff Suburb	.....										

### Exhibit 58. Correct Responses, Age 17

DIFF FROM NATION	PERCENT CORRECT RESPONSE	VARIABLE	GROUP	PERCENT CORRECT RESPONSE										
-----	-----	-----	-----	0	10	20	30	40	50	60	70	80	90	100
---	35.5	NATIONAL		.....										
		REGION												
1.6	37.1		Southeast	.....										
4.8	40.3		West	.....										
0.6	36.1		Central	.....										
-6.6	28.9		Northeast	.....										
		SEX												
-3.1	32.5		Male	.....										
3.2	38.7		Female	.....										
		COLOR												
-14.8	20.7		Black	.....										
2.2	37.7		White	.....										
		PARENTAL EDUCATION												
-8.0	27.4		No High School	.....										
-7.4	28.1		Some High School	.....										
0.3	35.8		Graduated High Sch.	.....										
6.8	42.3		Post High School	.....										
		SIZE OF COMMUNITY												
-5.2	30.3		Big City	.....										
-0.8	34.7		Small Place	.....										
5.8	41.3		Medium City	.....										
1.2	36.7		Urban Fringe	.....										

### Results for 13-Year-Olds

Fifteen percent of the 13-year-olds answered correctly (Exhibit 57). There were only two significant variations from this percentage--the West (4 percentage points below the national figure) and the extreme inner city (9 percentage points below the national level).

Though the extreme-rural group's results were 12 percentage points above the nation as a whole, this achievement was not significant because the group's standard error was also quite high (see appendix).

Of some importance, too, were the incorrect responses, since they constituted 85% of the total responses. To begin with, 29% of the students said "I don't know" or made no response. Nearly all of the remaining 56% chose the last answer, "The Fall of Man." Moreover, the combined results of the other two unacceptable responses--"Exodus" and "Barabbas"--nearly equalled the "Job" percentage of success. Apparently, 13-year-olds in general, were not familiar with the Biblical story of Job.

### Results for 17-Year-Olds

Thirty-six percent of the 17-year-olds answered the exercise correctly (Exhibit 58). Almost as many 17-year-olds (28%) selected the unacceptable fourth answer--"The Fall of Man." Another 23% said "I don't know."

Altogether 8 out of 19 groups had percentages of success significantly different from the national figure.

The Northeastern region, males, Blacks, and people in the lower parental education groups performed 3 to 15 points below the national percentage. Females and Whites were slightly above it, the post-high-school group was 7 points above.

Exercise R335, R336

Age 13, 17, Adult  
Objective IB

How would they ever recapture the fort from the Apaches? They had tried everything--raids, mass attack, cutting off the water--but nothing had worked. Then Sergeant Gottschalk had an idea. He put a false floor in a Conestoga wagon, hid ten of his best men under it, loaded the top with supplies, and drove right into the town. "We're letting you have the fort," he told the chief, who watched the troop pull out. That night, however, the ten men sneaked out and opened the gates and the Indians were surprised to see the troop returning.

Which one of these stories do you think the passage is based on?

Age 13

- |      |                                  |                              |
|------|----------------------------------|------------------------------|
| 4.1% | <input type="radio"/>            | Camelot                      |
| 14.3 | <input type="radio"/>            | Jericho                      |
| 68.1 | <input checked="" type="radio"/> | The Trojan Horse             |
| 5.8  | <input type="radio"/>            | The Wolf in Sheep's Clothing |
| 7.6  | <input type="radio"/>            | I don't know.                |
| .1   |                                  | No response                  |

Age 17    Adult

- |      |      |                                  |                       |
|------|------|----------------------------------|-----------------------|
| 3.0% | 4.7% | <input type="radio"/>            | The Fall of Camelot   |
| 1.6  | .9   | <input type="radio"/>            | The Fall of Jerusalem |
| 6.4  | 10.6 | <input type="radio"/>            | The Fall of Rome      |
| 81.3 | 72.5 | <input checked="" type="radio"/> | The Fall of Troy      |
| 7.5  | 10.3 | <input type="radio"/>            | I don't know.         |
| .1   | 1.1  |                                  | No response           |

### Exhibit 59. Correct Responses, Age 13

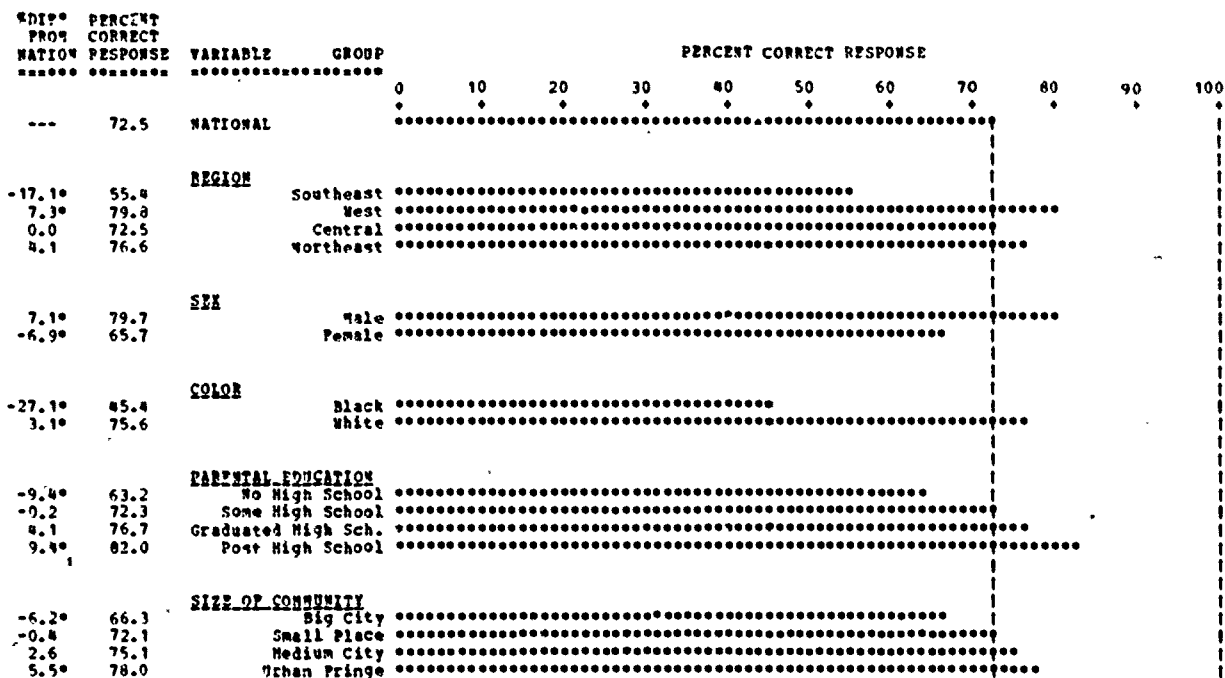
DIFF FROM NATION	PERCENT CORRECT RESPONSE	VARIABLE	GROUP	PERCENT CORRECT RESPONSE										
-----	-----	-----	-----	0	10	20	30	40	50	60	70	80	90	100
---	68.1	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		REGION												
-10.0*	57.5		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4.2*	72.3		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2.5*	70.9		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3.6*	71.7		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX												
6.4*	74.5		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
-6.2*	61.9		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR												
-20.6*	87.5		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1.8*	71.9		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION												
-24.6*	83.5		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
-11.1*	57.1		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
-0.7*	67.5		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11.7*	79.8		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE-AND-TYPE OF COMMUNITY												
-5.6*	62.5		Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
-4.4*	63.7		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
-3.4*	64.7		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
-1.1*	67.0		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7.1*	75.3		Rest Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5.1*	73.3		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6.3*	74.4		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

### Exhibit 60. Correct Responses, Age 17

DIFF FROM NATION	PERCENT CORRECT RESPONSE	VARIABLE	GROUP	PERCENT CORRECT RESPONSE										
-----	-----	-----	-----	0	10	20	30	40	50	60	70	80	90	100
---	91.3	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		REGION												
-9.3*	72.0		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3.1*	84.5		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3.7*	85.0		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
0.9*	82.2		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX												
4.1*	85.4		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
-4.1*	77.2		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR												
-20.9*	60.4		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3.7*	84.7		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION												
-20.3*	61.0		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
-13.0*	68.3		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
0.4*	81.7		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9.6*	90.9		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE OF COMMUNITY												
-1.1*	80.2		Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
-3.0*	78.3		Small Place	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1.9*	83.2		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3.9*	85.2		Urban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....



### Exhibit 61. Correct Responses, Adults



### Results for 13-Year-Olds

The 13-year-olds were offered the choices "Camelot," "Jericho," "The Trojan Horse," and "The Wolf in Sheep's Clothing." About two-thirds of them correctly selected the third choice.

Group variations from the national figure of 68.1% ranged from the 44% result attained by the no-high-school group to the 80% figure posted by the post-high-school group (Exhibit 59). The proportion of successful students was about three in four in the suburban-fringe, extreme-affluent-suburb, and male groups; the proportion was about one in two in the no-high-school and Black groups.

The exercise displayed on the previous page reveals that 17-year-olds and adults were offered a different set of choices than were the 13-year-olds. For them, the correct response was "The Fall of Troy."

### Results for 17-Year-Olds

Eighty-one percent of the 17-year-olds selected the correct answer (Exhibit 60). Percentages significantly above this national result ranged from 85% (the Central region, males, Whites, and the urban-fringe group) to 91% (the post-high-school parental education group).

Lower than national percentages of success occurred for the Southeast group (72%), Blacks (60%), females (77%), and the two lower parental education groups (61% and 68%).

### Results for Adults

Seven adults in 10 selected "The Fall of Troy" (Exhibit 61). The proportion was closer to 8 in 10 for the West, the urban-fringe group and the post-high-school parental education group. It was around 2 in 3 for the females, the no-high-school group and the big-city group. For the Southeast and for Blacks, the proportion was about 1 in 2.

### Age Comparisons (17-Year-Olds and Adults)

At both age levels, males were apparently more familiar with the story of the Trojan horse than were females. Blacks, southerners and people in the lower parental education groups were less familiar with the story than their peers in other groups and throughout the nation.

## APPENDIX

The tables which follow present the national and group results for all released and unreleased exercises in this theme. For every result there is a national percentage (the first figure after the word "effect" or the first column of figures on the left of the page) and the standard error for that percentage ("S.E.P."). The national percentage is followed by the effects, or differences from the national figure, for each group, along with the standard error for each effect ("S.E. Effect"). To clarify this, turn to the very first results, those for Exercise R301. The first result presented is the percentage of 9-year-olds who responded "I don't know." The national figure is 21.0% (with a standard error of 1.1%). The next column of figures represent the effect, or difference from national percentage, for the Southeast group: 10.2%. In other words, 31.2% of the southeasterners selected "I don't know." The Western effect is -.4%, the Central effect is -4.6%, and the Northeastern effect is -3.7%. In other words, in these three regions, fewer children wrote "I don't know" than did so in the nation as a whole. One can always determine the actual percentage of success for a group by adding its effect to the national percentage.

An asterisk after a result number indicates a correct foil.

*Tables deleted due to nonreproducibility of  
small type*